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ABSTRACT

The "Dynamics of Relationships" program was originally designed as a preventive approach to the many social ills affecting young people and families today. This teacher's manual for the program provides objectives and activities for helping students develop and maintain a strong and secure self-image, effective communication and coping skills, and realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life. The first volume of the teacher's guide addresses several elements directly related to the real problems of youth. The 21 chapter topics include: self-esteem; communication; anger and conflict; gender roles; friendship; affection and touching; love; jealousy; expectations; dating; single life; selecting a partner; living together; marriage preparation; intermarriage; marriage; separate but equal identity; power; to be or not to be parents; when baby makes three; and dual income families. Each chapter contains various activities, a series of review and discussion questions, various experiential exercises and activities for teachers, and a list of resource materials and contacts to further assistance. A section of supplementary teaching materials, on areas such as gangs, date rape, suicide, and grief, is included. The second volume of the guide was developed in light of the AIDS virus. The three chapters of this guide deal with sexuality, alternative sexual orientation, and alternative lifestyles. (AA)

ED 398 996

The Dynamics of Relationships

A Guide for Developing Self-Esteem and Coping Skills for Teens and Young Adults

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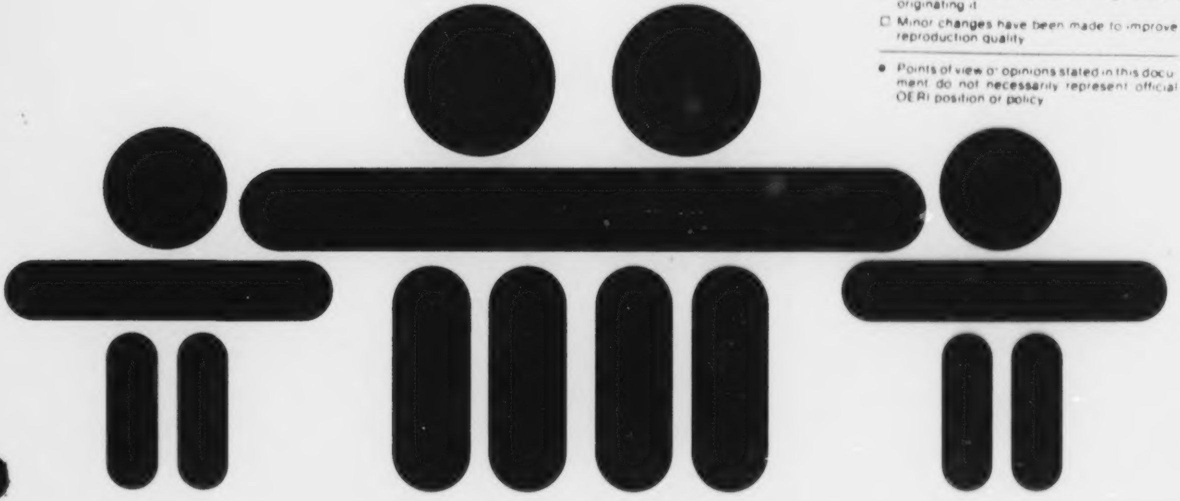

by Patricia Kramer

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TEACHER MANUAL BOOK 1

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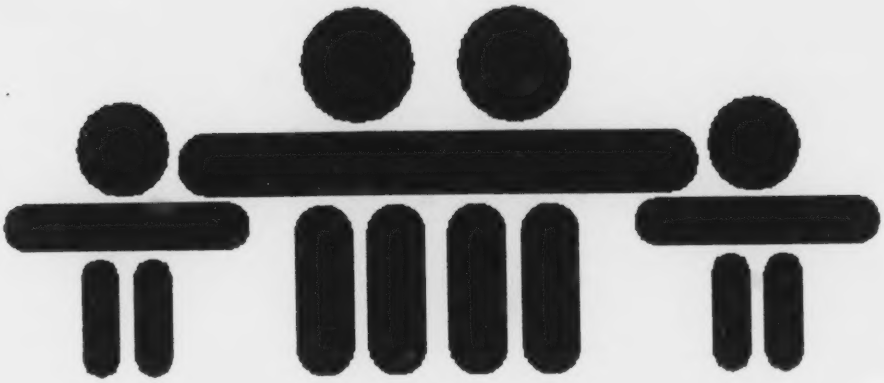
The Dynamics of Relationships



A GUIDE FOR DEVELOPING SELF-ESTEEM AND COPING SKILLS FOR TEENS AND YOUNG ADULTS

@ 1994; ISBN #929577000

CREATED BY PATRICIA KRAMER

Edited by Fyllis Hockman
Cover by Steven Kricun

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WHY CANT EVERYONE BE NICER TO EACH OTHER? AFTER ALL.... WE'RE ALL WE'VE GOT!!

TEACHER MANUAL BOOK 1

= EQUAL PARTNERS 14526 Banquo Terrace, Silver Spring, Maryland 20906
(301) 438-0082 FAX (301) 438-0083; 1-800-438-0081

TO MY MOTHER WHO DIED ON JANUARY 9, 1989. I AM SORRY THAT I COULD NOT TAKE AWAY YOUR SADNESS OR YOUR PAIN. IN YOUR MEMORY I DEDICATE MY LIFE TO HELPING OTHERS SO THAT THEY MAY ENJOY AND TAKE PART IN ALL THAT IS BEAUTIFUL AND GOOD IN THIS WORLD.

YOUR LOVING DAUGHTER

IN MEMORY OF TOM HELD

This book is dedicated to the memory of Tom Held who died on July 7, 1987. Tom taught one of the first pilot classes of "THE DYNAMICS OF RELATIONSHIPS" at Anacostia High School in Washington, D.C. in 1985. He was strongly committed to helping young people and cared deeply about his students, as he did his own two daughters, Susan and Toby. Tom and I became good friends and I will miss him. Before he died, his fourteen year old niece, Jill, wrote these words of love to him.

DEDICATED TO MY UNCLE TOM,

"LOVE IS THE DEEPEST OF WORDS ONLY USED TO EXPRESS SPECIAL
FEELINGS AND NOT TO BE TOSSED ABOUT CARELESSLY.
FOR IF USED IN SUCH A WAY, THEN IT GROWS TO BE MEANINGLESS.
LOVE IS AN INVISIBLE BOND, AND IF WASTED, THEN THAT BOND IS BROKEN.
AND LOVE IS SO SPECIAL THAT WE CAN'T AFFORD TO WASTE IT.
LOVE IS A SPECIAL EXPRESSION FROM DEEP INSIDE THE HEART THAT SHOWS
GREAT ADMIRATION, GRATITUDE, AFFECTION, UNDERSTANDING SENSITIVITY, AND,
MOST OF ALL, A UNIQUE WARMTH THAT IS FELT ONLY BETWEEN
VERY SPECIAL PEOPLE.
IN TIMES OF SICKNESS OR HEALTH, WEALTHY OR POOR, MY LOVE FOR YOU WILL
MAKE STRONG OUR INVISIBLE BOND.
FOR THE HEALTHIEST ARE THOSE WHO HAVE THE STRENGTH IN THEIR HEART TO
LOVE, AND THE WEALTHIEST ARE THOSE WHO HAVE MORE LOVE TO SHARE
THAN MONEY TO SPEND.
AND ALL THIS MAKES STRONG OUR INVISIBLE BOND OF LOVE, OURS, YOU AND I."

Love Always,

Jill

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I wish to acknowledge and thank the many people who have supported me emotionally, financially and physically in this endeavor. The real list would probably be too long to fit on this page, so I will limit it to the wonderful few who have been or were involved with me in this project from the very beginning.

First, I must acknowledge those authors and cartoonists whose material I may have referred to or quoted whom I have not been able to find to get their permission. And a special thanks to "Skippy" for his wonderful artwork and for helping me out when I was in such a tight bind while preparing the 1994 edition. Another special thanks to Mell Lazarus (thanks for all your time and assistance), Lynn Johnston, Greg Evans, Doug Marlette, Goddard Sherman, Bill Holbrook, and Bill Rechin for giving me their personal permission to use their great cartoons. Their work helps us look at serious issues in a lighthearted way.

I particularly want to thank Rowan Wakefield, Sr. Editor of American Family, and David Hackett of Youth Policy Institute who believed in my goals and allowed me to affiliate with their organizations. I want to acknowledge those experts in the field who either invited me to join their training seminars or gave me some personal attention so that I might benefit from their expertise. There are a few friends who helped by giving me their continued friendship, undying support and encouragement; Linda Bernhardt, Kitt Steinberg, Sue Lombardo and Eve Pokornicky. I want to thank Sharon Kopstein, Lisa Gibson and Blanche McQuade who graciously offered their assistance when this was just a pipe dream. I'd also like to acknowledge Bill Pratt who lent me his very own personal computer on the very day we met and to the two young high school students who typed this difficult manuscript. Theresa Whitt and Letitia Wright deciphered my illegible notes and put up with my moods which—to say the least—were difficult. They helped me gain insight into a seventeen year old's mind. I'm grateful to Lisa Etienne who came to my rescue and helped me finish formatting the new 1990 version in three days time. And finally to Stella Papanastasiou for her help through a difficult year.

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I would also like to acknowledge a number of Washington foundations who believed in this program and also a special friend for his financial contribution. The foundations are the Lucas-Spindletop Foundation, The Corina Higginson Trust, The Junior League of Washington, The National Bank of Washington, The Dreyfuss Foundation, and the Eugene and Agnes E. Meyer Foundation. I would also like to acknowledge Emma King, Supervisor of Home Economics and Delores Burnett for their role in piloting this program in Washington, DC schools in 1984 and teachers Ozetta Bozeman, Tom Held (who died of AIDS in 1987), Leroy Swain, Steve Powell and Bruce Pendleton who have kept the program alive, and truly made a difference.

And finally, I would like to say thank you to my parents who never really understood my decision to take three years of my life—without any income—to write this program, but who stood by me anyhow. And to my mother who died on January 9, 1989 who will continue to stand by me forever, I dedicate this book and my life.

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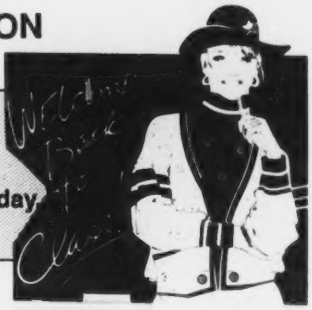
TEACHER'S THOUGHTS

I HAVE COME TO A FRIGHTENING CONCLUSION THAT I AM THE DECISIVE ELEMENT IN THE CLASSROOM. IT IS MY PERSONAL APPROACH THAT CREATES THE CLIMATE. IT IS MY DAILY MOOD THAT MAKES THE WEATHER.

AS A TEACHER I POSSESS TREMENDOUS POWER TO MAKE A CHILD'S LIFE MISERABLE OR JOYOUS. I CAN BE A TOOL OF TORTURE OR AN INSTRUMENT OF INSPIRATION. I CAN HUMILIATE OR HUMOR, HURT OR HEAL. IN ALL SITUATIONS IT IS MY RESPONSE THAT DECIDES WHETHER A CRISIS WILL BE ESCALATED OR DE-ESCALATED, AND A CHILD HUMANIZED OR DE-HUMANIZED.

- Dr. Hiam Ginott BETWEEN TEACHER AND CHILD

TEACHER'S MANUAL INTRODUCTION



"Everyone knows that children cry.
It's part of growing up.
It seems they are crying more today than yesterday.
Maybe there is more to growing up today than yesterday.
Maybe we should find out why this is happening."

Dr. Carl Rogers, a noted psychologist, said this about education in 1968:

> *"What of education in the year 2000, especially as it involves interpersonal relationships? It is possible that education will continue much as it is concerned only with words, symbols, rational concepts based on the authoritative role of the teacher, further dehumanized by teaching machines, computerized knowledge and increased use of tests and examinations. This is possible, because educators are showing greater resistance to change than any other institutional group. Yet I regard it as unlikely, because a revolution in education is long overdue, and the unrest of students is only one sign of this. So I am going to speculate on some of the other possibilities.*
>
> *...The teacher or professor will have largely disappeared. His place will be taken by a "facilitator of learning," chosen for his facilitative attitudes as much as for his knowledge. He will be skilled in stimulating individual and group initiative in learning, skilled in facilitating in-depth discussions of the meaning to the student of what is being learned, skilled in fostering creativity, skilled in providing the resources for learning.*
>
> *...We shall, I believe, see the facilitator focusing his major attention on the prime period for learning—from infancy to age six or eight. Among the most important learnings will be the personal and interpersonal. Every child will develop confidence in his own ability to learn, since he will be rewarded for learning at his own pace. Each child will learn that he is a person of worth, because he has unique and worthwhile capacities. He will learn how to be himself in a group—to listen, but also to speak; to learn about himself, but also to confront and give feedback to others. He will learn to be an individual, not a faceless conformist. He will learn, through simulations and computerized games, to meet many of the life problems he will face. He will find it permissible to engage in fantasy and daydreams, to think creative thoughts, to capture these in words or paints or constructions. He will find that learning, even different learning, is fun, both as an individual activity and in cooperation with others. His discipline will be self-discipline.*
>
> *His learning will not be confined to the ancient intellectual concepts and specializations. It will not be a preparation for living. It will be, in itself, an experience in living. Feelings of inadequacy, hatred, a desire for power, feelings of love, awe and respect, feelings of fear and dread, unhappiness with parents or with other children—all these will be an open part of his curriculum, as worthy of exploration as history or mathematics. In fact, this openness to feelings will enable him to learn content material more readily. His will be an education in becoming a whole human being, and the learning will involve him deeply, openly, exploringly, in an awareness of his relationship to himself, an awareness of his relationships to the world of others, as well as an awareness of the world of abstract knowledge. "*

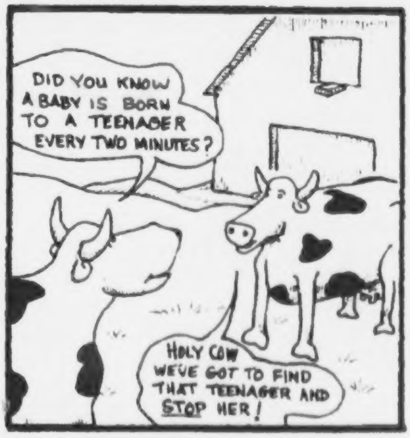
"KIDS DON'T CARE WHAT YOU KNOW UNTIL THEY KNOW THAT YOU CARE"

Welcome to the teacher's manual for the program and curriculum, **"The Dynamics of Relationships"**—part of Carl Rogers' dream of what education should be. This program is both unique and innovative in its field. It was first piloted as a curriculum in the fall of 1985 as a one-year, five-day-a-week elective course in ten Washington, DC schools. The course is now in schools across the nation and around the world.

This material also has been successfully used in a number of different environments. Teachers, guidance counselors, school social workers and psychologists, mental health and foster care professionals, hospitals, rape crisis centers, social service workers and many other individuals and institutions have been able to effectively implement this program. Actually, anyone working with youth, particularly in a group setting, will find this material extremely useful. Because it was originally developed for schools, the terminology used here reflects a student-teacher relationship. If you would be more comfortable, substitute those words with the "jargon" that best fits your vocation. *I believe that all of you are teachers. You guide, direct, impart knowledge and deeply care about young people, and in my book that makes you a teacher.*

Many of you deal with children from different ethnic, racial and religious groups. You will find that most of the issues dealt with here are universal and that the material crosses all cultural barriers. The program has been used by Hispanic, African-American, Asian and Native American populations. It's been implemented in schools, urban and rural, suburban and inner-city, from the bush in Alaska to Indian reservations throughout the country. Churches and temples of all denominations have benefitted from the material. I believe you'll find that children of all socio-economic and ethnic backgrounds will relate to the many issues presented here.

"The Dynamics of Relationships" program was originally designed as a preventive approach to the many social ills affecting young people and families today. It was not designed to be a crisis-intervention program. And it was not designed to deal with the symptoms that are mistakenly thought of as the *"real"* problems of our youth. For years, policy makers and schools have identified **substance abuse, teen pregnancy, suicide, drop-outs, vandalism** and **violence** as the problems that society must attack and destroy. In reality, they are only symptoms. This approach simply has put a bandaid on the far more serious problems that young people are confronting. If we are to save our children, this archaic approach must stop.


DID YOU KNOW A BABY IS BORN TO A TEENAGER EVERY TWO MINUTES?
HOLY COW WE'VE GOT TO FIND THAT TEENAGER AND STOP HER!

"IF YOU ALWAYS DO WHAT YOU'VE ALWAYS DONE, YOU'LL ALWAYS GET WHAT YOU'VE ALWAYS GOTTEN."

REAL PROBLEMS OF YOUTH

These are the real problems that are causing our young people to act out in such negative and destructive ways:

I. LOW SELF-ESTEEM.

II. POOR COMMUNICATION SKILLS.
III. INADEQUATE COPING SKILLS.
IV. INABILITY TO HANDLE CONFLICT AND ANGER CONSTRUCTIVELY.
V. LACK OF KNOWING ABOUT ALTERNATIVES, OPTIONS AND CHOICES.
VI. NO UNDERSTANDING OF THE CONSEQUENCES OF THEIR BEHAVIOR.
VII. UNREALISTIC EXPECTATIONS ABOUT RELATIONSHIPS, MARRIAGE, PARENTING, FAMILY LIFE AND CAREERS.
VIII. MISUNDERSTANDING OF MALE/ FEMALE (GENDER) ROLES.

When young people feel good about themselves—are able to communicate their feelings, fears and hopes—are able to handle the daily pressures and stress in their lives effectively—can safely handle anger and conflict—know that they have choices and understand the consequences—they do not feel the need to act out in self-destructive ways. When they are in control of their lives, they do not need to get drunk, stoned or high, seek sex for attention and affection, or be violent toward others or themselves. It's that simple. But this is not to oversimplify the pain and hardships that so many people are forced to live with. Poverty, unemployment, sexual, physical or verbal abuse are very real and, without question, deeply touch the lives of many of our youth. But if we can successfully teach them communication, coping and social skills and find a way to help them build a little self-respect so that they feel okay about who they are, we can help them overcome these hardships. We may also be able to help them not repeat the mistakes of their parents. We can help them to become loving parents, if they should choose to become parents, and productive, constructive adults.

Our goal as educators is to educate and help children grow up to become mature adults who contribute to making this a better world. That means preparing them to be able to find and keep jobs and to enter a vocation of their choice. Most adults who find it difficult to hold on to a job do so not because of a lack of job skills. They usually get fired because of an inability to get along with others, poor attitude and lack of effective communication skills. Once again, it's almost that simple. We can help young people not only keep their jobs, but climb the career ladder as well if we can teach them how to get along—first with themselves—and then with each other.

PROGRAM OBJECTIVES

For those who plan to set up a school program, you will be able to use this text as the major vehicle through which the entire curriculum can be taught. When used as a curriculum or for group activities, the purpose of "The Dynamics of Relationships" is three-fold: *1) to provide students an arena in which to constructively discuss, explore, and share their feelings about many of the issues with which they are struggling; 2) to provide students the opportunity to learn about and practice the many behavioral choices and options available to them, and 3) to identify effective skills that will help young people cope and be better prepared for their complex adult lives.*

The program's objectives are to help students develop and maintain:

1) A strong and secure self-image;
2) Effective communication skills that enable them to deal with anger and conflict on a safe level;
3) Strong coping skills that will allow them to better handle disappointment, rejection, and loss;

4) Realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life; and
5) A clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work (friendship, parent-child, love, marriage, parenthood, employee, etc.).

> **"We send young people on a journey through life without a backpack."**
> **- Gene Bedley**

TRAINING/STAFF DEVELOPMENT

Because of the unusual content of **"The Dynamics of Relationships"** and the sensitivity of the material, it's highly recommended that personnel participate in a one-to-five-day, hands-on training program. These experiential training workshops provide all professionals with strategies to help them interact more effectively with youth, while also learning specific techniques to teach young people ways to develop self-esteem, and strong communication and coping skills. Workshop participants claim the workshops changed not only their professional careers, but their personal lives as well. Workshops also are offered for parents and young people on various topics.

For more information about workshops or staff development, call me at (301) 438-0082 or return the form at the rear of the book.

TEACHER OR PROGRAM LEADER CRITERIA

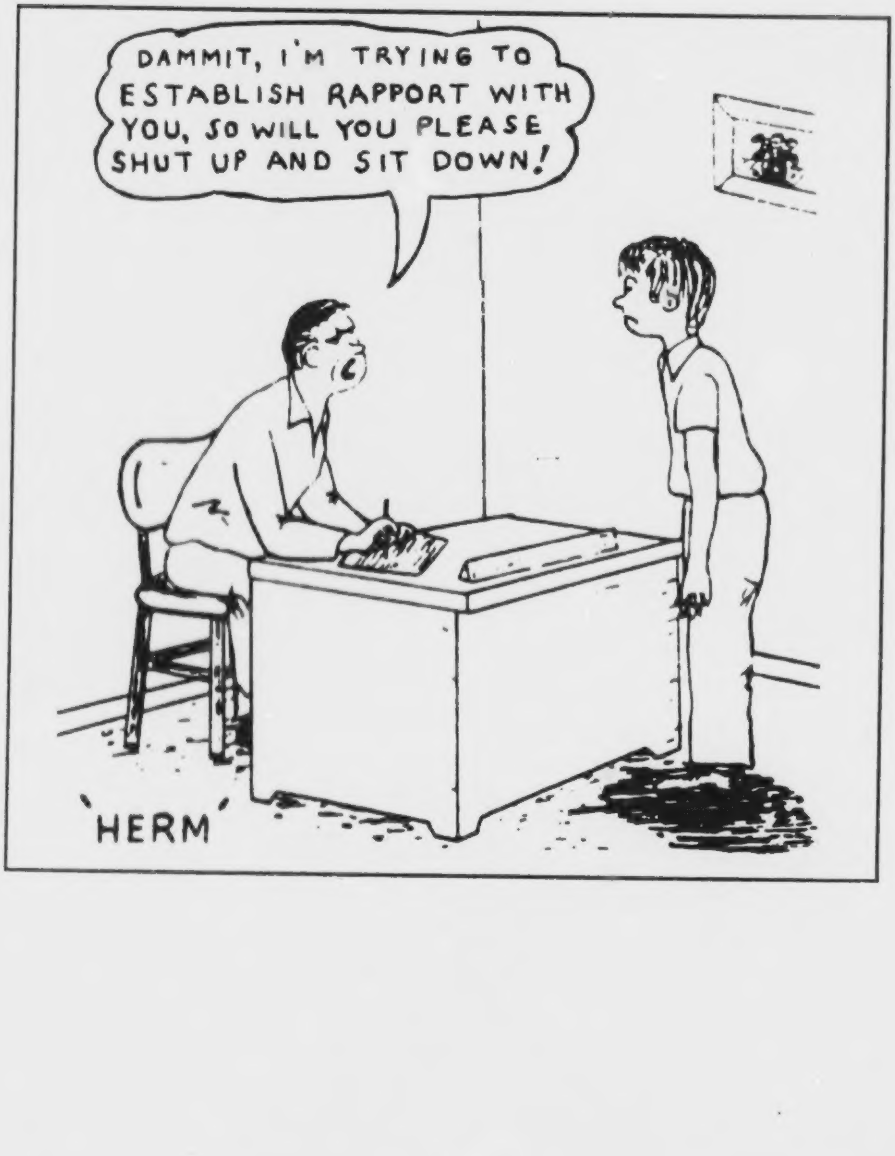
> **"The nature of teaching is not a job or a duty to perform...It is a privilege to be accepted by those able to be responsible and with hearts big enough to love enough."**
> **- Eric Jensen, "Superteaching"**

When used as a school course or program, teachers should be chosen with extreme care. Not every teacher is comfortable dealing with the many timely, sensitive and sometimes controversial topics discussed—though every teacher ought to be—therefore, a criteria for teacher selection has been developed. Guidelines for teachers and students with regard to the program's implementation also have been developed, and are offered here to help those who choose to use this material on their own without the training.

> **"Great teachers talk of possibilities—of how they want things to be. Mediocre teachers talk about problems and limitations."**
> **- Patricia Kramer**

The first and most important criteria is that those selected must be willing, indeed eager, to teach this program. If a teacher is drafted only because he or she has a free period and is apathetic about teaching the course, it is doubtful that teacher will convey interest or enthusiasm to the students. Other recommended characteristics are:

- ***A strong and positive self-image.***
- ***A comfort with his or her own sexuality.***
- ***An open-minded and responsive approach to new ideas and concepts.***
- ***A respect for others' values and viewpoints.***
- ***An objective and non-judgmental attitude toward others.***
- ***A sensitivity to others' feelings, fears and hurts.***
- ***A warm and caring outlook.***
- ***An ability to establish an atmosphere of trust and support.***
- ***An ability to move comfortably from the role of instructor to facilitator.***


DAMMIT, I'M TRYING TO ESTABLISH RAPPORT WITH YOU, SO WILL YOU PLEASE SHUT UP AND SIT DOWN!
'HERM'

> **" Every once in a great while try to truly understand**
> **what it must be like to be a student in your own class—**
> **You might never teach the same way again."**
> **- Eric Jensen, "Superteaching"**

CHARACTERISTICS OF A GOOD TEACHER
(COUNSELOR or PROGRAM DIRECTOR)

A GOOD TEACHER:

1. IS A GOOD ROLE MODEL EVERYDAY
2. GIVES PRAISE AND POSITIVE REINFORCEMENT EACH AND EVERY DAY (Never calls student names or makes fun of him or her)
3. IS PATIENT, UNDERSTANDING, SUPPORTIVE AND SENSITIVE
4. IS ASKABLE, BUT ALSO A GOOD LISTENER
5. HAS REALISTIC EXPECTATIONS OF STUDENT'S ABILITIES AND CAPABILITIES
6. ACCEPTS STUDENT UNCONDITIONALLY
7. HELPS STUDENTS DEVELOP REALISTIC EXPECTATIONS
8. ACCEPTS AND RESPECTS STUDENT'S FEAR, PAIN OR DISAPPOINTMENT (without minimizing or making fun of it)
9. GIVES INDIVIDUAL ATTENTION AS OFTEN AS POSSIBLE
10. DISPLAYS A SENSE OF HUMOR AS OFTEN AS POSSIBLE
11. TREATS BOTH MALE AND FEMALE STUDENTS EQUALLY (without placing either in rigid masculine or feminine gender roles)
12. ALLOWS FOR INDIVIDUAL DIFFERENCES
13. IS CONCERNED ABOUT THE PHYSICAL AND MENTAL HEALTH OF STUDENTS, AS WELL AS THEIR SAFETY
14. DOES NOT CARRY AROUND PERSONAL PROBLEMS OR TAKE OUT NEGATIVE FEELINGS ON STUDENTS
15. KNOWS THAT HE/SHE MUST GET SUPPORT AND NURTURING DAILY SO HE/SHE CAN PERFORM SATISFACTORILY AND AVOID BURN-OUT

MY GOAL AT
DAY-END
IS TO LOOK
LIKE THIS....
NOT THIS....

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> **"An investment in developing responsibility doesn't cost—it pays."**
> **- Gene Bedley**

TEACHER GUIDELINES

These guidelines were designed specifically to those teaching the **"Dynamics"** as a self-contained course or program, but they are appropriate for anyone using the material either as a resource or incorporating it into other disciplines. Keep in mind, many of these suggestions are applicable no matter what course you're teaching or what youth-related activity you're involved in.

Hopefully, those of you using this will remember what it felt like to be young; the fear and the pain as well as the good times. Remember,

> **"We live in a world that was, they live in a world that is."**

Just look at the differences from the 1940's till now. Maybe you can better understand how different our world was compared to the world young people are living in today.

THE TOP DISCIPLINE PROBLEMS IN PUBLIC SCHOOLS IN 1940

1. **Talking**
2. **Chewing Gum**
3. **Making Noise**
4. **Running in the hall**
5. **Getting out of turn**
6. **Wearing improper clothing**
7. **Not putting paper in wastebaskets**

THE TOP DISCIPLINE AND SOCIAL PROBLEMS IN PUBLIC SCHOOLS IN THE 90's

1. **Rape**
2. **Assault**
3. **Arson**
4. **Murder**
5. **Absenteeism**
6. **Extortion**
7. **Alcohol Abuse**
8. **Pregnancy**
9. **Venereal disease**
10. **Robbery**
11. **Burglary**
12. **Bombings**
13. **Suicide**
14. **Vandalism**
15. **Drug Abuse**
16. **Gang Warfare**
17. **Abortion**
18. **AIDS**

Self-control used to be a virtue, but many young people today feel it is a vice. They may have many belief systems that differ from yours. It's important to listen to the kids without passing judgement. That does not imply that you either agree with or condone their beliefs or behavior. But you must recognize that this is "what is" for them. Unless you acknowledge that, you may be unable to build the trust necessary to help them deal with that reality.

X

For this program to be successful, it is imperative that teachers put aside some of their traditional teaching methods, and serve instead as facilitators and discussion leaders. It is within that framework that the program is most effectively taught. The major difference between these roles is that teachers and instructors generally give information and the student receives it, whereas facilitators establish more open, free-flowing communication with students. A facilitator tends to be more actively involved with the students. A facilitator's role is to encourage active participation of students through open discussions, role playing, and experiential activities while also maintaining order and ensuring that sufficient material is covered during the course of the program. Facilitators can help students draw on previous experiences while allowing students to begin to feel comfortable with new concepts, attitudes, and behaviors.

Facilitators may wish to follow these guidelines:

1. **Arrange room with chairs or tables in a circle or semi-circle.** This set-up encourages sharing and interaction among students because they can make eye contact and no one is hidden from view. Students generally feel more equal—on the same level as their peers. Students seated one behind the other tune out more frequently. They're also more easily distracted with much shorter attention spans.

"Let students know you trust them so that they can come to trust themselves."
-Frank Siccone

2. **Room or space should be bright and attractive and clean.** Students get a message the moment they enter the room. Students get a feeling of how important they are simply by the way the room looks. If it's is not clean or attractive, they may say to themselves, ***"I guess the teacher doesn't care very much about me."*** They may also feel that you don't care very much about yourself. If it is not a pleasant and warm place to be, they might not want to be there.

"KIDS NEED LOVE THE MOST WHEN THEY DESERVE IT THE LEAST"
- Gene Bedley

3. **Remember feelings are just that—feelings. They are neither right or wrong or good or bad.** Don't try to judge their feelings or tell them how they should be feeling. What someone feels is very real at the time they are feeling that way. It may seem trivial to you now, but it probably was equally as difficult or painful for you when you were their age. Keep trying to put yourself into their shoes.

"When you're ready to learn, a teacher will appear."

4. **Treat students with respect and dignity at all times**. Show them the same respect that you would want shown toward you. Just because they are young doesn't mean they don't have rights. When students are treated that way, their behavior will reflect it.

"When it comes to dealing with people, there are very few things that can't be done with a pleasant approach and a smile on your face—and done better because of them."

5. **Students may have a different point of view than you and their classmates.**

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They have had different experiences and come from different family systems, cultures, and religions. Always respect those differences and encourage your students to do so as well. Remind students that different doesn't mean wrong or bad—it simply means different.

"Be not angry that you cannot make others as you wish them to be since you cannot make yourself as you wish to be."

6. **Always respect students' confidentiality unless intervention is indicated—then you are obligated to share that information with the appropriate persons.** If they have shared with you something that you know will cause harm to themselves or others, you must report it at once. (See *Suicide Counseling Guidelines* at the end of this chapter for further information on handling student who may be suicidal.) Otherwise, breaking a confidentiality will only cause students to loose trust and they will be reluctant to open up to you again. Also stress that students must respect the confidentiality of one another.

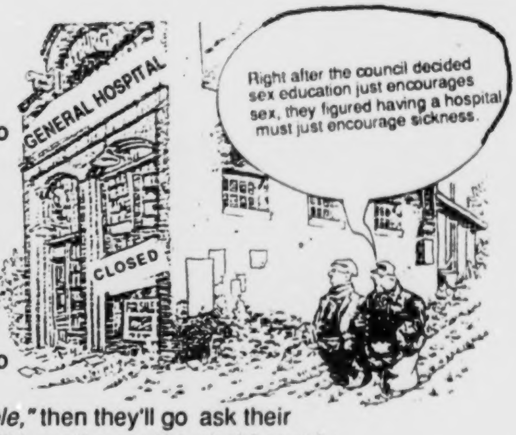
7. **Make positive affirmations regularly and use supportive and positive suggestions.** If you should establish any rules, be sure they are stated in a positive way. For example: When asking students to get to class on time, say *"Be on time for class,"* not *"Don't be late."* When discussing cheating, replace *"Don't cheat"* or *"No cheating will be allowed"* with *"Be honest"* or *"Honesty and integrity is expected."*

***"I DON'T BECOME WHAT I THINK I CAN,
I DON'T BECOME WHAT YOU THINK I CAN,
I BECOME WHAT I THINK YOU THINK I CAN."***

8. **Your expectations and attitudes can become self-fulfilling prophecies.** If you don't like a student or think a student has below-average intelligence, you're probably reflecting those feelings and attitudes in the way you act around him or her. Don't kid yourself, students know how you feel about them. If you're prejudiced toward a particular race or religion, and you have any students of that race or religion in your class, you may very well be reflecting those feelings without realizing it. It's hard to hide those kinds of feelings and young people are much more astute than we give them credit for. (Read *"Three Letters From Teddy"* in the Supplemental Teaching Material in the back of this book and you will better understand how much impact your attitude toward students can have.)

"Relate to your students out of who they could or might be not out of who they appear to be. You may be pleasantly surprised at the difference it makes."

—Eric Jensen "Superteaching"


GENERAL HOSPITAL
CLOSED
Right after the council decided sex education just encourages sex, they figured having a hospital must just encourage sickness.

9. **Remember that morality depends on knowledge not on ignorance.** Research has proven that when young people have the opportunity to talk about sex, they are not as apt to go out and experiment on their own. Contrary to what some say, talking about sexuality does not encourage sexual activity. Ideally, parents should be the ones to have that talk, but studies suggest that many kids don't feel comfortable talking with their parents about sexuality. If you want your students to make wise, well-thought-out decisions they must have sufficient information upon which to base those decisions. If you don't give them the information or if you're not approachable or *"askable,"* then they'll go ask their friends or maybe turn to the the streets. What they'll hear there will probably not be accurate.

10. **Ask open-ended questions that will allow students to explore their feelings rather than answer yes or no.** For example, *"Tell us a little about your experience this weekend,"* not, *"Did you have a good time this weekend ?"* *"Tell me about your day"* not *"How was your day?"* Though students can talk up a storm with their peers, they find it easy to shut down when adults talk to them. By asking open-ended questions, they will feel you are really interested in what they have to say.

11. **Be sure that your non-verbal messages reflect a positive and supportive attitude.** Making eye contact, touching a student gently on the arm or shoulder, smiling, leaning forward when sitting—all show that you are interested and care. Looking away or grading papers when they're talking to you says *"I don't care"* to the student. It won't matter what the words say if your body language conveys a different message.

12. **Never let a class end on a negative note.** If a student is upset toward the end of the class or the tone has turned very serious, find a way to interject some positive note or a little levity before your students leave the classroom. Obviously, that doesn't mean cutting off a student's feelings or making light of a student's problems. Just make every attempt to have them leave on a high note.

13. **Be a good listener.** Listening sends many messages to kids. Listening can be both verbal or non-verbal. Simply nodding your head, making eye contact or touching once in a while may be enough for the student to know that you are interested and that you care. Paraphrasing what the student says or periodically asking a question also shows you're listening. Paraphrasing also gives them the opportunity to clarify any points they feel you may have misunderstood. Just remember, listening says,

"I CARE— YOU'RE WORTH LISTENING TO."

"One of the important contributors to positive self-esteem is receiving attention, being heard, being listened to, feeling as if what one has to say is important and worth listening to."

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14. **Model the respect, behavior, appearance and hygiene, language, and tone of voice that you want and expect from your students.** We can no longer say to our children, *"Do as I say, not as I do."* You must model (without exception) the behavior and language that you expect from your students, and the way that you want them to look which means grooming, as well as it does outer clothing.

Appearance: If you want to be treated as a professional, dress like one. That doesn't mean males must wear a suit and tie and females must be in a dress and heels each day. It simply means dress appropriately. Obviously, if you are working on a science project or going on a field trip, you'll dress accordingly. Following dress fads is all right for teacher and student unless it presents a problem in the classroom or goes against the school's dress code. You might want to explain to students that some fads may not be appropriate dress for the job. Employers may have dress requirements and that may determine the clothes you can wear. Students should be made to understand that in the real world, we don't always have choices.

Language: Facilitators may need to consider the language they use. Model the kind of language you want used and the kind of language you want to hear. *"Practice What You Preach."* No matter what emotions get stirred up, don't react in a way that models negative behavior. Though it may be important to sometimes come down to the student's level, swearing or cursing is simply not appropriate. Help students to understand that using "four-letter" words doesn't make them more "macho", more "cool" or more "adult." It might be cool within their own little clique, but the message it sends to others is definitely not cool. That goes for female students as well as males. They must hear this message because using inappropriate language will simply bring them down in the eyes of others whose respect they may be seeking.

Tone of voice: What do you think when you hear the teacher in the next room screaming at the kids? (Of course, they never hear you.) How do children respond when yelled at? Just what are the effects of raising your voice or screaming? Does it accomplish anything positive or productive? Does it really change the behavior of students—other than temporarily? Does raising your voice reflect good self-control? What it does show is that your students can get the best of you—may even be controlling you. You are also modeling negative behavior. One of your goals should be to teach students how to gain others respect and how to maintain self-control. Yelling or screaming is actually a form of verbal abuse. No one has the right to verbally abuse another person regardless of the offense. There are other ways of proving your point, getting attention or getting your message out. And those ways all will earn you respect from your students because you will be treating them with the same respect you want from them. When such moments arise where you feel yourself losing control, use the moment to model and teach appropriate communiction skills. Try some role modeling demonstrating both inappropriate and then appropriate methods of expressing yourself. If you have access to a video camera, VCR and TV, tape the activity so students can see how they look and sound!!

15. **Greet every student when they enter your room or your area.** If possible greet them at the door so they feel welcome and special. Try and make some physical contact with students each day. Keep in mind that not all students are comfortable with a physical display of affection or touching of any kind. If you are a male, be aware that some of your male students may not have male contact at home. In many single parent families, boys don 't always have contact with their fathers. So be especially sensitive to the type of touch you use. Try out different styles. Shake hands, try a pat on the back or a gentle hand on a shoulder. Get students (particularly your male students) out of the habit of "punching" their buddies in the arm by never modeling that behavior. Remember you're goal is to teach and model new behaviors not reinforce past or negative ones. For most, a simple touch says, ***"I care."*** Touching can often have a dramatic impact and affect on a young person's behavior. Studies continue to reflect man's need to be touched regardless of color or ethnic background. (It is unfortunate that many teachers today are afraid of making physical contact with students because of all the *"cries"* of child abuse. Be sensitive, but don't let it hold you back.)

16. **Use each student's name as often as possible.** Whenever you address a certain student, use his or her name. It reminds them they are special and unique. Though terms like *"honey"* or *"darling"* may not be offensive to some, using their names will show more respect. If students want to be called Mr. or Ms. because that's how they refer to you, that's okay too.

17. **If you choose to share your opinions or beliefs, defer until students have shared their own ideas with the class.** Your cultural, religious, racial or socio-economic background may be quite different from your students. Since teachers are often looked upon as authorities, sharing your ideas or opinions first may affect the amount students are willing to disclose. If your voice your thoughts strongly, you may shut your students down or discourage them from sharing theirs. If you want to share your feelings, let them go first and then say, *"These are my own personal opinions or beliefs based on my background and the values I was taught. Your family values may be different from mine.You must decide what is right and appropriate for you based on what you have been taught to belief. "*

18. **ROLE MODEL, ROLE MODEL, ROLE MODEL**

19. **Always display warmth, sensitivity, respect, friendliness, interest, and humor when appropriate.** This will help you to establish an atmosphere of trust and support where children will feel safe and open to personal disclosure. Your behavior and attitude are critical in establishing the kind of atmosphere conducive to learning and participating. Humor often can relieve tension and put students at ease when

it's used in good taste and at appropriate times. One of the major complaints from students that they say interferes with their learning is that teachers don't act like *"real"* people. To often they act like authority figures on a pedestal and the students can not relate to them—**Take heed**.

20. ***Always* try to focus on students' positive qualities—not their negative ones.** Students have heard too many people tell them about their faults. Some have heard family members or foster parents tell them how *"rotten"* or *"no good"* they were for years. If you look, you will easily find qualities to praise and if you concentrate on them, students will make even greater efforts to get your appreciation and praise. If you say nice things they begin to believe them. Then they begin to act them out. It's called self-fulfilled prophecy.

THERE IS NO SUCH THING AS TOO MUCH PRAISE!!!!

> **"A lot of people have become more responsible than they thought they could because someone else thought they could."**
> **- Gene Bedley**

21. **Be objective when presenting information or when responding to students' comments or remarks.** It is imperative that facilitators be non-judgmental when students are disclosing their own personal feelings or thoughts. Otherwise, students may be discouraged from future participation.

22. **Present material or information in a straight-forward manner.** It is alright to be embarrassed. We all are, occasionally. But if you display discomfort with the material, you cannot expect the students to feel comfortable either. If they don't feel they can get it straight from you, then it's straight to the streets where more than likely they will not get it straight either. They then may make decisions based on inappropriate or misguided information.

23. **Explain, clarify or demonstrate any activity or discussion that is unclear to students.** The objective of this particular kind of program is not to see how intellectually smart a student might be, but to allow him or her to learn new, constructive behaviors and attitudes with as much comfort and ease as possible. Saying such things as, *"You ought to know, I shouldn't have to explain this"* or *" I'm not going to repeat the instructions"* will only serve to close students down. Help them to stay open and to trust you by being willing to help them in any way. *"When you ask students to do something be sure to also tell them why. It's well worth the time and effort."*

24. **Do *not* preach, lecture or put down anyone else's values or ideas even if you disagree with them**. No one is wrong or stupid for expressing his or her point of view. We all see things differently since we all come from different backgrounds (cultures, locales, religions, etc.) At some time, you may share your own viewpoint, but not in the context that you are right and a student is wrong.

25. **Don't ask students to try a new activity that you are not willing to try yourself.** Be sure you demonstrate any exercise before you ask students to do it. Don't expect them to *'get it'* or assume they understand without showing them or explaining to them first. Remember, you may be one of the few positive role models that students have.

26. **It is okay to not have all the answers, but it's not okay to dismiss any question.** If you don't know the answer to a question that a student asks, admit it and suggest that they may want to try to find the answer. Students will respect you more and feel more comfortable with you if they know that you are not perfect—that you are simply human.

27. **Encourage and allow students to develop a sense of self-reliance.** Give students opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues. Have class meetings in which students can bring up ideas, brainstorm about various rules and regulations and then be a part of the decision-making process. In other words, your class should be a symbol of democracy

28. **Relate rewards to specific student achievement.** Don't just say, *"You did a great job."* Say *"You really did a good job researching your subject."* Don't just say *"You're really improving."* Say, *"your penmanship has really improved."* Otherwise, they may not take you seriously and only feel that you are randomly throwing out compliments. They may even perceive you as a "phony."

29. **Discourage any student from monopolizing the conversation.** In every class there are always a few students who like to talk and enjoy being the center of attention. When this happens, it can cause others to withdraw or refrain from participating. Without closing down those who always participate, help them to understand that you want all students to get involved in classroom discussions. Recruit them to help draw out the more reticent students.

30. **Encourage students who are withdrawn or reticent to participate.** Invite them to share by directly asking from time to time whether they would like to share their own experience about a particular topic or just turn to a student and say *"Jimmy, what do you think about that?"* Tell them that what they have to say is important and that other students are interested in hearing their thoughts or ideas or personal stories. Continue to remind students that others may benefit from their contributions, as well.

31. **If a student comes to you with a personal problem, be cautious about advising or telling him or her what to do.** Help students to problem solve and make their own decisions based on what they have learned. Guide them, but do not make decisions for them. If your advice is not good it might backfire, but it may also discourage a student from learning to problem solve on his or her own. You may want to encourage or help students get the appropriate kind of help, if they are unable to talk to their parents about the problem. Be very cautious about giving specific advice.

32. **Deal with conflict when it arises.** Do not put a problem on the back burner. It is essential—particularly when dealing with sensitive issues—that the atmosphere be as static-free and as open as possible so students will always feel safe and comfortable. There may be times when it is appropriate to wait, but be sure it's not because of your own discomfort with the topic or with confrontation in general.

33. **Be flexible.** REMEMBER THAT EVERY STUDENT LEARNS AT HIS OR HER OWN PACE. Allow students to stay with a particular issue of importance to them. Remember you are there to help and guide them, so listen to what they have to say

and what they want. Some issues may invite more responses than others. Let students guide you in deciding how much time is needed on a particular topic.

34. **Accept that a class may not always go as planned.** Different personal issues will come up periodically. If you are disappointed with a day's events, keep in mind that young people learn in many different ways. They don't have to actively participate to *"get"* something out of the class. If you feel uncomfortable with the way the class is going, talk about it. Turn it into a lesson.

35. **Make your students feel valued and accepted and take them seriously. LISTEN, LISTEN, LISTEN to what they have to say.** If you truly want to help your students feel worthwhile, and feel that what they have to say is important and that you genuinely care, these guidelines may be the most important guidelines that you can learn and put into practice regularly.

36. **Teachers should *consistently* evaluate student progress and regularly report their evaluations to students.** If students know where they stand and how they are doing on a regular basis, they will want to improve their status. If students find out about the progress they are making only when they get their report cards and see their grades, they are more apt to feel frustrated and feel stuck where they are.

37. **Make content come to life by helping students relate it to real life situations.** Remember how a pie used to be cut in parts to teach elementary arithmetic. It was believed that students could better understand the concept of subtraction as each slice was taken away. Students will be more responsive if you attempt to teach by using situations that they can identify with or that relate to something that is going on in their daily lives.

38. **Put yourself in your students' shoes so that you can better understand their thoughts and feelings.** There is an old saying that says you can't know what a person's feeling until you have walked in their moccasins. Don't just judge your students' reactions or behaviors by your values, try to consider how they are feeling and what they may be going through.

39. **Have knowledge of community resources or where to go to find out about those resources.** Make a list of all the available and appropriate people and resources that can help you in or out of the classroom. That means finding speakers for your classes, locating service agencies that can serve your students and even making hot line numbers available.

40. **Involve and work with parents when students have problems, but allow student to be a part of that process.** Parents are the key to helping students gain confidence and achieve academic success. Use them whenever possible and in any way you can.

41. **Use classroom helpers.** If you can't get aides, go out to the community and find retired, or disabled people or housewives who want to contribute a little extra toward improving the community.

42. **Make sure students are comfortable and safe in your classroom.** It is very difficult to learn when you are uncomfortable in the learning environment or when

your safety is threatened. Check room temperature . It shouldn't be too cold or too warm. Be sure there is nothing in the room that could harm students in any way.

43. **Find out what activities and exercises your students like to do and do them.** It doesn't make sense to continue lesson strategies or activities that student appear to resist or from which they do not benefit. If they like something and seem to be learning, then keep doing it. Through exploration find things that interest, excite or motivate your students and then stick to them—that doesn't mean you use the same things every day, only the same mechanics or style.

> **"...Unless we pay attention to what students need, we will continue to have trouble teaching the basics successfully."**
> **-William Glasser**

44. **Explore and identify your students' learning styles and habits and become accustomed to using different styles daily.** Learn as much as you can about individual learning styles and find out all the different strategies that you might use to reach students. Remember, some of your students are visual learners, others learn best by listening and others must be involved. Even lighting and time of day affect some students ability to learn. Read up on learning styles and encourage your administration to conduct staff-development on learning styles.

45. **Let your students share their own ideas and opinions first, then if you are asked or choose to...Share yours.** Young people tend to look at teachers as authority figures. Others look at teachers with fear since they think that the teacher has control over his/her academic life. As a result, many students are afraid to speak out and express their own point of view. To encourage your students to open up, hold back expressing your thoughts or feelings, or opinions about issues until they have had a chance to share theirs—and then only give yours when they ask you for your opinion. Then say *"These are my own personal opinions or beliefs based on my experiences and values. Learn to decide what is appropriate and acceptable based on your own experiences and family values."*

46. **Allow your students to express their own point of view and respect their right to have it.** Tell students that they will not be judged by what they say. You may not always agree with them and sometimes other students may not, but you will always defend their right to see things in a different light. If their viewpoint is one that could be harmful to the more others, then with respect find a way to help them see the light. If you force your viewpoint down their throat—no matter how appropriate—you will only succeed in making them more rebellious. The idea is to help them see on their own how and why their feelings might be inappropriate if acted out. Remember feelings are just that—feelings.

47. **Thank your students for participating or sharing their experiences, information and feelings with the class.** The word thank you has never gone out of style. Letting students know you appreciate their responses and participation in activities and lessons will simply encourage them to continue.

48. **Verbal communications must match non-verbal messages.** Be sure that your body language is not sending a different message than your verbal one. For

example when you're talking to your student, don't also be marking papers or shuffling papers on your desk. If not the message that you'll be sending is that you're not really interested in the student.

49. **DON'T COMPLAIN ABOUT YOUR JOB, YOUR WORK OR YOUR CLASSROOM.** Doing so doesn't say much for how you feel about your role as a teacher, or your own self-esteem and the message your students may be getting is that you don't think very much of them. (it doesn't matter whether that is true or not). If you're not happy do something about it—try to change the problem. If you can't or choose not to keep it to yourself or decide that this may be the time to change professions.

REMEMBER THIS

IF YOU WORK FOR A MAN, in Heaven's name, WORK for him.

- **If he pays you wages which supply you bread and butter, work for him; speak well of him; stand by him and stand by the institution he represents.**
- **If put to a pinch, an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn and eternally disparage—resign your position, and when you are outside, damn to your heart's content, but as long as you are a part of the institution do not condemn it.**
- **If you do that, you are loosening the tendrils that are holding you to the institution, and at the first high wind that comes along, you will be uprooted and blown away, and probably will never know the reason why.**

—Elbert Hubbard

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STUDENT GUIDELINES

Here are some specific rules and guidelines for students:

1. **Students must always respect the confidentiality of other students.** Explain to them that they may talk about the *"lessons"* learned and the issues that are discussed, but specific names should not be used, unless a student states that it is okay to use his or her name outside of the classroom. Try this little poem on them:

> **"What you see here; What you say here;**
> **What you hear here; Let it stay here; When you leave here."**

2. **Students always have the right to 'pass' on any issue.** No student is required to participate in any activity or discussion if he or she does not wish to. Explain that the more they get involved and the more they are willing to share, the more they personally are likely to get out of the program.
3. **Students should take turns speaking so that each is heard.** Only one student should be speaking at a time. Students should show respect for the person speaking.
4. **After each student speaks, the next speaker should repeat or paraphrase what was just heard.** This lets students know they were listened to, while also giving them the opportunity to correct or clarify any point they wish to.
5. **In this classroom, students should talk only about their own feelings and thoughts—no one elses.** Have them use ***I-messages***, expressing their own opinions or feelings.
6. **Students must show respect for one another's feelings and beliefs.** They may disagree by sharing their own point of view, but they may **never** attack others because of their value systems. (Debates are a good way to handle conflict.)
7. **Teach students to treat one another with dignity and respect.** The "*Golden Rule*" will never go out of style. Teach them the words—post them in your room. Better yet model them.

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THE TEXT

This "**teacher's**" manual contains the student texts (Book 1 and Book 2) in its entirety. Each chapter contains various activities, plus a series of review and discussion questions. Included also at the end of each chapter are various experiential exercises and activities for teachers to use in conjunction with each chapter, as well as a list of resource materials and contacts to further assist you in making this an exciting and valuable learning experience for students. A glossary is included to define any words or concepts that may not be clear to students. The glossary is a good source for vocabulary words and/or spelling tests. The student text is designed to be put into the hands of all young people—all children are "**at-risk**." Today, most young people are confused and trying to make constructive, positive decisions about their lives.

Before undertaking any of the teacher activities, please take time to check out the **Supplementary Teaching Materials** at the back of the book for an explanation of the concepts used in many of the activities. The Supplementary Materials include a wealth of information to further assist you in your new role as facilitator. In addition to teaching guidelines, guidelines for managing behavior and several other support materials, you'll find teaching aids to help you better understand, define and deal with the issues of drugs, AIDS, gangs and suicide and prejudice.

Specific lesson plans or designated time periods for individual chapters have not been designed because I believe this type of program should be offered in a non-structured, free-flowing manner. We also realize that this text will be used in a number of different settings. There is an abundance of material that should allow you to design your own lesson plans. Those of you who will be using the entire program or setting up a classroom course will soon discover that the young people with whom you work will help you prioritize the lessons and guidelines. If the kids need or want to stay on Self-Esteem for three months—let them. Let them guide you—listen to what they're saying. Hear, feel and see their needs. Be flexible! Remember this program was developed for the sole reason of helping kids cope with their present lives and look more optimistically to the future.

You may copy or reprint activities or specific quotes or parts of a chapter, but reprinting a chapter in its entirety is not permitted. Because I understand that costs may prohibit you from ordering multiple copies of the students' text to give to each young person with whom you work, I've established a special fee for reproducing entire chapters. I trust that those who wish to do that will inquire as to those costs before proceeding.

PARENT AND ADMINISTRATION SUPPORT

> **I dreamed I stood in a studio and watched two sculptors there. The clay they used was a young child's mind and they fashioned it with care.**
>
> **One was a teacher—the tools she used were book, music and art. The other, a parent worked with a guiding hand and a gentle, loving heart.**
>
> **Day after day, the teacher toiled with touch that was careful, deft, and sure. While the parent labored by his side and polished and smoothed it o'er.**
>
> **And when at last their work was done, they were proud of what they had wrought. For the things they had molded into the child could neither be sold nor bought.**

And each agreed they would have failed if each had worked alone.
For behind the parent stood the school and behind the teacher, the home.
-Anonymous

Parents and school administrators must be supportive and actively involved if the goals are to be reached and the program to succeed. Teachers, counselors and program leaders cannot possibly carry the ball alone. Administrators are encouraged to make a statement of endorsement so that the teachers feel supported in their difficult but rewarding role. Urge parents to become openly and actively involved in whatever type of program their children are participating in. Ideally, they will continue to teach and support at home what their children are learning in school. The best way for parents to help is to model themselves the same positive behavior that their children are learning.

CONCLUSION

There's a great deal of written material here for students to read, but words alone are not enough to motivate students to change. Your role as facilitator is to lovingly and supportively guide and assist them in learning while helping them to be open to new attitudes, concepts, and behaviors that will make a difference in their lives. I urge you to use as many of the activities or exercises included after each chapter or in the back of this book as possible. One of the keys to success in teaching young people new behaviors is for them to actually experience them—simply reading about or discussing new behaviors will not bring about the dramatic results that are possible with this program.

"Tell Me, I Forget - Show Me, I Remember - Involve Me, I Understand"—Ancient Chinese Proverb

As the author of THE DYNAMICS OF RELATIONSHIPS program, I'm very enthusiastic and excited about the impact this program has had on young peoples' lives. Since this program was initially piloted in 1984 in Washington, DC schools, I've had the unique opportunity to observe and even participate in many of the classes around the country. Four components appear to lead to the program's remarkable success: *1) the selection and commitment of the teacher; 2) the intense, 3-5 day in-service training in which most teachers participate; 3) students' having a "hands-on, how-to" textbook to use and refer to on their own—one they endearingly call their "bible;" and 4) the implementation of the course as a full-year program—taught under Health, Home Economics or as a general elective.* (Out of necessity, some schools offer shorter semester courses while others incorporate the material into other disciplines such as Guidance.)

I hope that after reviewing this material, you will not only share my enthusiasm, but will work with me to get this program—or programs like it—implemented in all settings or environments involving young people. With your expertise, skills, energy, commitment, and with your concern and love for the children with whom you work, I know you can turn this into a very successful and effective program. We must all do our part to give these young people a fighting chance to survive in this ever-changing and complex world. I offer this program with the hope that it will help young people regain their dreams and optimism about the future. As each young person learns how to cope better with his or her life, the family may once again be a place where each member can give and get love, respect and support. I promise you the emotional rewards of seeing kids' self-worth grow right before your eyes will be uplifting and exhilarating.

"Give nothing of yourself to others and eventually very little of yourself will be worth having."

THANK YOU, GOOD LUCK AND I WISH YOU MUCH LOVE IN YOUR LIFE!

Pat Kramer

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STUDENT MANUAL INTRODUCTION

> **"The family is the cornerstone of our society. More than any other force it shapes the attitudes, the hopes, the ambitions, the values of the child."**
> **- President Lyndon B.**

You've probably heard your parents or those with whom you live say, *"When I was your age, we didn't do or say half the things you say and do."* The times you live in have changed drastically from the times when your parents were growing up. Your family life is unquestionably different from that of your parents. Some of the old traditions still exist, but the nuclear family—mom and dad and kids—has slowly diminished. The traditional family—with the father as head of household and sole provider and the wife staying home to have and raise children—is becoming extinct.

We live in a society in which people stay single longer, have more sexual experiences before marriage, get pregnant and have children outside of marriage, marry less, have fewer children, and often live together before marriage. Many of these changes are due to *1) economics—forcing both parents to work; 2) the overwhelmingly high divorce rate resulting in single parent families typically headed by women—many of whom live below the poverty level; and 3) in part, to the women's movement causing both men and women to question the traditional masculine and feminine roles they were originally assigned.*

The social stigma of divorce has almost disappeared. With almost 5 percent of all marriages ending, divorce today is a relatively simple matter. Over 10 percent of the population is homosexual and gay people are living their lives more openly. Today homosexuality is more accepted by society than ever in the past. Another segment of the population that is becoming increasingly common is the never-married parent; a result both of the tragically high teen pregnancy rate and the decision of some older women to have a child outside of marriage because their biological time clock is running out.

Today we also are living in times when crime and violence, drug and alcohol abuse, teen pregnancy and suicide, and the unfortunate death and maiming of record numbers of people as a result of drunk driving have become almost common occurrences.

We are dealing with new statistics that are alarming and terrifying. In the eyes of many people from other countries, the United States has had a moral decline. They believe that our country has lost much of its integrity because values do not appear to be very important to so many of its citizens.

We have the highest teen pregnancy, birth and abortion rate in the civilized western world. Parents are physically and sexually abusing their children in horrifying numbers and in horrible ways. Teens are commiting serious crimes, running away, using drugs and alcohol on a

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regular basis. Suicide is the third leading cause of death for teenagers and young adults. Husbands are battering their wives—forcing many of the women to take their children and flee. Shelters for battered women are opening everywhere to try and help thousands of these women with no place to go and homeless people are living on the streets in one of the wealthiest countries in the world.

THE WAY IT USED TO BE

If you've studied sociology, you know that marriage was originally designed for two main purposes: economic survival and childbirth. And it was expected that the children would contribute to the economic survival of the family. Man and woman just didn't marry for love. It wasn't until the late 17th century that romantic love entered the picture and couples fell in love first and then got married.

For a long time, people believed that "love conquered all." Most people thought that falling in love and getting married was the natural course of events. It didn't take "work" to keep a marriage together. Having babies was natural, too. Almost anybody could have one. Everyone, of course, knew how to be a parent. There was nothing to learn about parenting. Everyone also knew about love and sex because it was just part of nature and no one had to show the birds or bees how to do it. We are just now beginning to recognize that love isn't the answer and marriages doesn't always work.

Maybe we have placed too many demands on marriage. Are we expecting too much of marriage when we look to it to meet all our needs for friendship, romantic love, sexual pleasure, emotional support and, especially, personal fulfillment? Should we redesign marriage since it no longer serves its original function? Or should we simply begin to teach people, as we do for almost every other complex job, the skills they will need for the difficult, but often rewarding and gratifying role of marriage partner (or simply, partner in a relationship). It does seem pretty incredible that we won't allow a doctor to practice medicine, a lawyer to practice law, a plumber to fix our sink, or an electrician to wire a house without years of training and even rigorous exams, but we allow people to marry and have children without any preparation whatsoever!!! Shouldn't the value of human relationships be greater?

SO WHAT'S WRONG??

What's happening? Relationships are failing. People are hurting themselves and one another. Many people feel the need to drown their problems in drugs or alcohol Many others are depressed. Mental hospitals, jails, prisons are full. People don't think twice about getting into cars drunk. Men and women are killing each other over domestic quarrels. Kids are killing one another over bad drug deals. It almost seems that many people have no regard for life. Psychologists and scientists are trying hard to find answers.

Self-Esteem

They have discovered some basic reasons why these problems exist. The first and most important is that many of us look for love, recognition and acceptance in someone else—instead of ourselves. We look to others to make us look and feel good. We don't seem to know that if we don't love ourselves first, no one else may either. It is also difficult to give real love when you don't feel it for yourself. This recognition of one's own worth is called "self-esteem."

Communication/Coping Skills

Another reason people aren't able to get along with one another or cope with their own problems is their inability to communicate their real feelings and thoughts openly and honestly. Too many people are unable to share their hopes and dreams or their pain and fears. When feelings are suppressed—held in—life generally doesn't work very well. Relationships fail, friendships end, jobs are lost, violence often erupts and people become physically and mentally ill. Though all concerned may suffer, the one who suffers most is the person holding on so deeply to his or her feelings.

Expectations

Most people grow up with unrealistic expectations and distorted pictures about themselves and their lives. Disappointment, pain and even failure is often almost inevitable. Where do we get these expectations? Parents. Teachers. Books. Movies, soap operas, music and even rock videos. Expectations come from the messages you get while you're growing up. Unfortunately, because there is so much negativity and hostility out there, the messages you may be getting may not be positive or realistic. If you hear, see and receive negative input, you may internalize it and make it real. If you're constantly told that you're not good, smart, reliable or whatever, you eventually begin to believe it.

This is a book about relationships. All kinds of relationships. We're in relationships from the moment we are born until the moment we die. First with our family—parents, brothers and sisters, aunts, uncles and cousins. Then we make friends. Later, we fall in love—and maybe get married. As young adults we begin careers or jobs. All these roles involve relationships—interacting with others. But the most important relationship each of us will ever have is the one with ourself.

This book will attempt to explore "THE DYNAMICS OF RELATIONSHIPS"—which means everything it takes to make a relationship work. We'll look at how relationships are formed, how they are maintained and how they change over a period of time. We'll study the "magic" surrounding love and marriage. We're learning that you cannot magically pull two people out of a hat and expect them to live happily ever after. We're learning that without self-esteem and respect for one another, chances for success are slim. The course will also try to dispel the mystery and the myths around love. Falling in love can be and should be a wonderful experience. For love to last, however, it also must be approached realistically. We'll look at how you've come to know of love, what it means to you and what you can expect of it. Making a relationship work is not really mysterious. There are some essential ingredients that go into making successful relationships. Those ingredients are vital to any kind of relationship—love, friendship, marriage and even employer-employee. Regardless of the race, religion, ethical or moral values of the people involved, respect for one another, trust, consideration, openness, honesty, equality, appreciation, the desire and ability to communicate effectively and, most importantly, high self-esteem and positive self-images are necessary if relationships are to survive.

This course is not a cure-all and it won't automatically transform all your present or future relationships into conflict-free, lasting unions. It will teach you new skills, attitudes and behavior patterns that will better prepare you to face the different roles that you will play during life. Its objectives are to help you develop: l) a strong and secure self-esteem; 2) effective communication skills; 3) strong coping skills that will help you better handle stress, anger and conflict; 4) clearer, more realistic expectations of marriage, parenting and family life, and 5) a deeper understanding of the commitment necessary to achieve and maintain strong, lasting relationships.

It also offers you an opportunity to confront many issues you may be struggling with in your lives today such as: handling rejection or breaking up with a girlfriend or boyfriend; dealing with stress or depression; deciding whether to stay in school, or get out of a gang; dealing with a personal drug or alcohol problem—whether as a user or seller or someone whose parent has a drug or alcohol problem; understanding and dealing with your parents' divorce; living with a single parent; adjusting to a new family if one of your parents has remarried, or dealing with parents who are verbally or physically abusive because of their own set of problems.

The course will not try, in any way, to undermine the values that were taught to you by your parents or guardians. We know that customs, ideals and moral values vary from family to family. If certain issues or areas are not in agreement with your particular ethnic or religious views or beliefs, you will be able to take what you have learned and apply it to your own set of values. You can accept what fits and feels comfortable to you.

The course also is designed to help parents who may be struggling with ways to teach you skills that no one ever taught them. Parents are encouraged to participate in workshops with you. Hopefully, some of the gaps between you and your parents can be narrowed as they take the opportunity to learn and share with you in this program.

Only you can decide how much or how little you choose to share or participate in this course. Hopefully, you won't feel threatened by this program and will look at it as a helpful support system and an opportunity to learn how to get along better with yourself and others. View it as an opportunity to improve the quality of your life—to take control over your life. What you learn here may, at first, seem strange or awkward—you may never have looked at relationships in this way. But the more you use these skills—the more you make them a regular part of your life—the more natural they become. There's no magic here unless you personally become committed to developing, recognizing and accepting your own uniqueness and self-worth. When you accept that only you can decide to change the quality of your life—by achievements and efforts, caring and kindness, love for your fellow man and determination to reach your personal goals—you will see yourself "magically" transformed, as the caterpillar who evolves into a beautiful butterfly.

These words were written on the tomb of an Anglican Bishop (1100 A.D.) in the Crypts of Westminster Abbey. I hope they inspire you.

> **"When I was young and free and my imagination had no limits, I dreamed of changing the world.**
> **As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.**
> **But it too seemed immovable.**
> **As I grew into my twilight years, in one last desperate attempt,**
> **I settled for changing only my family, those closest to me, but alas, they would have none of it.**
> **And now as I lay on my deathbed, I suddenly realize:**
>
> **If I had only changed my self first,**
>
> **then by example I might have changed my family.**
> **From their inspiration and encouragement, I would then have been able to better my country and who knows,**
> **I may have even changed the world."**

What you get out of this program is up to you. Please take advantage of every opportunity to learn more about yourself and your chance for a happier, healthier life. **Your life has great value and you are a worthwhile person.** **Always remember that.**

I wish you much success and happiness now and forever.

With Much Love,

Pat Kramer

"1"
SPECIAL
KID

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SELF-ESTEEM

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify traits of a healthy self-esteem.
- Identify the different parts of their personality.
- Explain how childhood environment affects self-esteem.
- Identify characteristics of low self-esteem.
- Explain external factors that might affect self-esteem.
- Explain and describe their own emotions.
- Identify the different types of emotions they will experience during teen years.
- Identify stressful feelings and situations and illustrate internal and external stress factors.
- Identify symptoms of depression.
- List some of the warning signals of suicide.
- Identify and explain some of the suicide prevention skills.
- List and explain some constructive things to do that can help build and maintain self-esteem.
- Explain the connection and importance between self-love and self-esteem.

I Know I'm

SOMEBODY . . .

'cause GOD don't

make no JUNK!

SELF-ESTEEM

Huge Success

"I regard self-esteem as the single most powerful force in our existence...The way we feel about ourselves affects virtually every aspect of our existence: work, love, sex, interpersonal relationships of every kind."

-Nathaniel Branden

"Appreciating my own worth and importance does not depend on measuring the quantity or quality of my abilities against those of someone else. Every person's abilities are valuable and needed. Each of us has a contribution to make to our society. The more our abilities are developed for the benefit of ourselves and others, the fuller our lives and the richer the world."

-California Task Force to Promote Self-Esteem and Personal and Social Responsibility

You each have a unique arrangement of qualities that make you special and different from anyone else. Just as there are no two people with identical fingerprints, there is no one else on earth with the same set of feelings, hopes, dreams, beliefs or fears.

Noted family therapist Virginia Satir wrote this **"Declaration of Self-Esteem"**:

"I am me.
In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine, because I alone choose it.

I own everything about me —my body, including everything it does; my mind, including all my thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they might be —anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or myself.

I own my own fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me.

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By so doing, I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

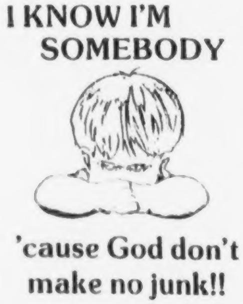
However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.
I am me and I am okay.

("I Am Me" from the book SELF-ESTEEM by Virginia Satir © 1975. Used with permission of Celestial Arts, PO Box 7327, Berkeley, California 94707)


I KNOW I'M SOMEBODY
'cause God don't make no junk!!

PERSONALITY PARTS

In her declaration, Virginia Satir refers to our different parts. Each of you has many parts that make up your personality. You reveal these parts in many different ways.

Social Roles: the way we behave with parents, mates, neighbors.
Traits: courageous, intelligent, hardworking, generous, demanding.
Attitudes: liberal, conservative, judgmental, tolerant, skeptical.
Talents: creative, imaginative, athletic, artistic, mechanical.

You show these parts in the way you act in different situations and relate to other people. All your parts are essentially good or they were—originally. Some of these parts you may have repressed because you didn't like that part of yourself. The problem with repressing a feeling or a part is that it tries even harder to surface and then it may come out in a hostile or negative way. If you allow it to surface and recognize and acknowledge that part, you may be able to turn it into a positive one even though it may still occasionally come out as negative.

It's important to look at the parts of yourselves which you view as having good qualities. Some of you may find it hard to acknowledge positive aspects of yourselves because you have been taught not to brag about yourselves. This attitude leaves many worthwhile and potentially helpful parts of ourselves unaccepted. If you were to become more familiar with these parts, you would find it easier in the future to accept successes and be able to develop them more fully.

The first step is to identify your different parts. Make a list and try, as completely as possible, to put down all the parts of your *"self"*. Many of them (those that are consistent with your desired self-image) will come easily, but, while they are certainly important, you should also try to identify those parts of you with which you aren't so comfortable. Using whatever descriptive adjectives you wish, list the quality or trait in the first column. In the second column try to compare that quality with some well-known figure: an actor or actress (living or dead); an historical or literary figure; a comic strip character or whoever else comes to mind. In the third column, write whatever remarks seem appropriate with respect to how important the *"part"* is—whether that part is open or hidden; what special conditions/events/people seem to bring it out; whether you are proud, ashamed or indifferent to it, or whether you would like to see that part more or less often. Make your list as long as possible to include every one of your parts. You may discover some parts that you have never known before.

Example:

Adjective	Name	Remarks
Strong, Fearless	Superman	Proud of it, but it gets in my way when I want to be sensitive
Strong-willed	Geraldine Ferraro	Usually helpful, but can cause me to be close-minded—keeping me from seeing other people's views.
Courageous, Persistent	Jesse Jackson	Important to me. Helps me take risks and accomplish difficult tasks.

Here is a list of traits, behaviors and attitudes to help you. If others come to mind use them.

adaptable
aloof
angry
ambitious
anxious
aggressive
absent-minded
arrogant

closed
congenial
compassionate
cheap
cynical
charming
cute
confused

fair-minded
flaky
greedy
generous
unreasonable
good
grouchy
good-humored

lovable
laid-back
lacking self confidence
manipulative
vigorous
mean
promiscuous

provocative
perfectionist
powerful
popular
perfect
poised
phony
mild-mannered

affected
abrasive
active
alcoholic
artistic
articulate
athletic
apologetic
assertive
beautiful
bitchy
talkative
boring
bright
bitter
self-destructive
submissive
exuberant

crazy
contented
considerate
troubled
defensive
tender
dependable
happy-go-lucky
depressed
talented
distant
harmless
demure
effeminate
emotional
elegant
emotional
intellectual

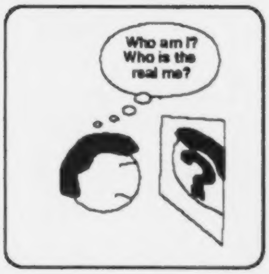
guilt-ridden
hostile
handsome
hysterical
unpredictable
helpless
helpful
direct
uptight
homosexual
healthy
narrow-minded
ineffective
insightful
intolerant
irritable
incompetent
overbearing

meek
masculine
maternal
muscular
materialistic
middle class
witty
macho
moody
moping
mature
rambunctious
neurotic
naive
nasty
nagging
relaxed
sensitive

patient
pretentious
quiet
relaxed
resistant
retiring
repressed
responsible
rigid
radical
reliable
sarcastic
realistic
Republican
rebellious
rude
controlled
courageous

These sometimes very different and contradictory parts of ourselves are real, valid, and relevant aspects of our personalities. To know them can lead to a happier and fuller life. We can have more chances, more control, and better access to the positive sides of the different parts of ourselves, and can better fulfill the basic needs behind them, if we are just willing to accept them. (Adapted from the work of Virginia Satir, Lori Gordon, Founder of the Family Relations Institute, and Pat McNees.)

WHO IS THE REAL YOU?


Who am I? Who is the real me?

In some ways we have three different identities. First is the way others see you. This is called your **perceived** self. This is how others perceive your behavior, your personality and even your appearance. It may be quite different from the way you see yourself. Then comes your **idealized** self. This is how you would like to see yourself, as well as have others see you. In some ways this is the self that helps set goals to work toward. The only time the idealized self becomes a problem is when you set your goals too high and expect perfection from the ideal self. And finally there is the **actual** or **real** self. This is the real you, the way you act, feel, think and look at this moment. We often get confused about these different selves. We often believe or hope that what people see is our ideal self, the one we'd like to be, when in fact they're simply seeing you as you really are (which in most cases is pretty good).

1. How do you think your friends see you?

2. Describe your real self.

3. Describe the ideal self you'd like to be.

CHILDHOOD ENVIRONMENT AND SELF-ESTEEM

> ***"Character is nurtured in the family which loves and accepts the child, thus affirming his or her worth and importance. Persons so nurtured are freed from the impossible burden of trying to prove their worth and value. They are released to be who they really are, loved and loving human beings."***
>
> ***"There is no fully adequate substitute for a loving family as the environment in which people learn to appreciate their own worth. There are,however, other important nurturing communities (such as the schools, churches, the workplace) which can provide support to help build integrity of character and self-esteem."***
>
> *-California Task Force to Promote Self-Esteem and Personal and Social Responsibility*

Sociologist Arthur Comb explains self-esteem this way:

> *"The self concept is not something you are born with. It is something each of us learns as a consequence of his own experience with those who surround him in the process of growing up. We learn that we are men or women, able or unable, acceptable or unacceptable, liked or unliked, depending upon the kinds of experiences we have had in growing up."*

These self views, which are primarily learned during childhood and are later reinforced through experiences, provide a framework from which you respond to the many choices you face daily. The way you see yourselves affects your thinking process, your emotions, desires, values and goals.

Self-esteem is characterized by self-confidence, independence, assertiveness, self-respect, pride and self-acceptance. It is based on assumptions and beliefs about your limitations, your abilities, your appearance, your emotional resources, your place in the world, your potential and your worthiness.

Since self-esteem is based on belief rather than objective fact, it may not necessarily correspond with external reality. You may believe that your hair is your best physical feature, while others may like your smile or appreciate your eyes or body build. You may believe that you are creative, lazy, attractive, stubborn, warm or trustworthy.

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"Whatever one believes to be true either is true or becomes true in one's mind."
-John C. Lilly

As soon as you realize that self-esteem is not based on external characteristics like beauty, intellect or money or even on anyone else's expectations, but on your ability to acquire what you need, you will know that a healthy self-esteem is readily obtainable to anyone. Learning to like yourself starts early in life. Our views of ourselves come from early family experiences. Your heredity and environment are powerful factors in your self-perceptions. If your parents or whoever raised you showed acceptance, encouragement, sensitivity, respect and understanding, and contributed to your feelings of adequacy and worth while also giving unconditional love, then you probably have a healthy view of yourself. The feelings that contribute to a positive self-image have been reinforced. Those emotions might be identified as: (1) an awareness of being wanted, loved and accepted; (2) a feeling of personal value, and (3) a feeling of adequacy based on your accomplishments and goals.

PARENTAL REJECTION AND SELF-ESTEEM

In some cases, well-meaning and loving parents or guardians suffer from their own loss of self-esteem and end up unintentionally sending negative messages. Their lack of self-love makes it difficult for them to give love openly. Augustine Hennessy explains it this way:

> *"......From the moment an infant utters its first cry and perhaps even before it, this infant is being educated in an adult world. It is being affected for life by adult responses to his needs. Whether it grows up in a slum or a castle, the child's psychic structure, so fragile and so explosive, is conditioned by its multiple contacts with an adult world...."*
>
> *"It is so alarmingly easy to hurl adult ills into the soft receptivity of a child's developing consciousness. The child's self-image is taking shape hour after hour, day after day. If a mother does not like herself or is disgusted with life in general, if a father is annoyed by routine or grumbling over the boredom of work, if a teacher is a perfectionist about classroom discipline or compulsive in her own approach to duty, the most fragile reality in the world is being manhandled. A child's inner life is being imperiled by someone else's psychic wounds.* ***And psychic wounds projected onto children have a way of staying around a long, long time."***

Parents are rarely deliberately bad or cruel. Deep down underneath it all, parents do usually love their children. Most do their best within the limitations imposed on them. But sometimes parents just aren't able to be loving and supportive and the more a child tries to gain their love and acceptance or attempts to please, the more negative or hostile messages are sent. Parental rejection comes in many forms: denial of love and affection; lack of interest in activities and achievements; lack of time; lack of respect; ridicule; overprotectiveness, harsh and inconsistent punishment and even abandonment. These types of rejection often come from parents unable to handle the responsibilities of being a parent. They may be struggling with emotional problems or drug or alcohol addictions brought on by their own unhappy childhood environment or marital or financial difficulties.

Too often well-intentioned parents make too many demands on children for obedience without allowing the child to develop his/her own identity at an acceptable pace. In the name of love, some parents are overprotective, always taking over and never giving the child the chance to experiment or do things for him or her self. All of these parental behaviors can have destructive results.

UNHAPPY CHILDHOOD AND SELF-ESTEEM

A child responding to parents' unreasonable demands may act in any of the following ways:

Rebel; must win or be right
Feel life is unfair
Learn to pity selves and blame others
Believe they are never good enough
Become dependent
Hide true feelings
Give up
Feel inadequate
Become destructive
Become perfectionists
Expect to get own way
Seek revenge
Lack self-discipline
Worry about other's opinions
Become physically or mentally ill
Become self-destructive (drugs, alcohol, suicide)
Evade, lie, steal

The eventual results are a child with low self-esteem characterized by *passivity, helplessness, inferiority, powerlessness, timidity, self-rejection, self-hatred, submissiveness unworthiness* and *self-punishment.* Although they all may seem impossible to overcome, they can be.

Think about your mom and dad (or whoever raised you). What did they do that showed you they loved you?

In the following excerpt from a poem by Dorothy Law Nolte, she explains that:

Children Learn What They Live.

"If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with ridicule, he learns to be shy.
If a child lives with jealousy, he learns what envy is.
If a child lives with shame, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with tolerance, he learns to be patient.
If a child lives with praise, he learns to be appreciative.

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If a child lives with acceptance, he learns to love.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns that it is good to have a goal.
If a child lives with sharing, he learns about generosity.
If a child lives with honesty and fairness, he learns what truth and justice are.
If a child lives with security, he learns to have faith in himself and in those about him.
If a child lives with friendliness, he learns that the world is a nice place in which to live..."

If you have experienced rejection as a child, it will help to understand that you were not the cause of painful or traumatic childhood events. It's difficult to believe that it wasn't your fault—that you're not bad or that you didn't do something wrong when you felt so unwanted, ignored or unloved.

Rejection is not a sign of personal failure! You are not bad or worthless just because your parents had unfair expectations or were incapable themselves of expressing love!

OVERCOMING OBSTACLES

"I am only one, but I am one.
I can't do everything, but I can do something."

You can still discover strength and purpose in your life. You may have to work harder to build your confidence and self-esteem, but you can achieve it. That some people have overcome obstacles is shown by the following examples of famous people who achieved their fame against many odds.

- **Louisa May Alcott,** author of "Little Women" was encouraged to find work as a servant or seamstress by her family.
- **Beethoven** handled the violin awkwardly and preferred playing his own compositions instead of improving his technique. His teacher called him hopeless as a composer.
- The parents of the famous opera singer **Enrico Caruso** wanted him to be an engineer; his teacher said he had no voice at all and could not sing.
- **Winston Churchill**, British Prime Minister, failed sixth grade.
- **Charles Darwin**, father of the Theory of Evolution, gave up a medical career begun at Edinburgh, and was told by his father, *"You care for nothing but shooting, dogs, and rat-catching."* In his autobiography, Darwin wrote, *"I was considered by all my masters and by my father as a very ordinary boy, rather below the common standard in intellect."*
- **Walt Disney** was fired by a newspaper editor for lack of ideas.
- **Thomas Edison's** teachers said he was too stupid to learn anything.
- **Albert Einstein** did not speak until he was four years old and didn't read until

he was seven. His teacher described him as *"mentally slow, unsociable and adrift forever in his foolish dreams."* He was expelled and was refused admittance to the Zurich Polytechnic School.

- **Louis Pasteur** was only a mediocre pupil in undergraduate studies and ranked fifteenth out of twenty-two in chemistry.
- **Isaac Newton** did very poorly in grade school.
- The sculptor **Rodin's** father said, *"I have an idiot for a son."* Described as the worst pupil in the school, Rodin failed three times to secure admittance to the school of art. His uncle called him uneducable.
- **Leo Tolstoy**, author of the best selling novel "War and Peace", flunked out of college. He was described as *"both unable and unwilling to learn."*
- Playwright **Tennessee Williams** was enraged when his play "Me, Vasha" was not chosen in a class competition at Washington University, where he was enrolled in English XVI. The teacher recalled that Williams denounced the judges' choices and their intelligence.
- **F.W. Woolworth's** employers at the dry goods store said he had not enough sense to wait upon customers.

Sources: ("Encyclopedia Britannica"; "Collier's Encyclopedia"; and "Three Hundred Eminent Personalities" by Mildred, Victor, and Ted Goertzel.)

EXTERNAL FACTORS

It would be unrealistic to ignore the fact that sometimes external circumstances such as racial discrimination, sexism, brutality and violence can block your chances for building or maintaining a healthy self-esteem. Unfortunately, some severe life events provide little opportunity for the development of a healthy personality. With professional help those persons can sometimes be helped.

For example: *A child who has been locked in a room and chained to a doorknob for his or her entire childhood; or a child who, without cause, is beaten regularly with a metal rod would have very little chance without therapy of building strong self-esteem.* These are extreme cases, but they do occur.

We also need to look at other external factors that can occur through no fault of your own that can halt or disturb your feelings of self-worth.

Murray, a 30 year old young man who had worked for the same company for ten years, was suddenly fired. He had been marketing director for the past three years. He had always gotten along well with co-workers. He was at a total loss to understand why this had happened to him. When he asked his boss to explain, the man was not able to look him in the eye and simply said that they were cutting back and he was instructed to let him go. Feeling terribly dejected and not understanding why he had been laid off, he left the company. He knew he had been an excellent employee, but his feelings of worth were still very low.

There could be a lot of reasons for this happening, but the bottom line was that Murray could not control the external factors. He can control how he responds to the situation and he does have the freedom to choose what he will do now. He could choose to be angry, confused and hurt or he could turn it into an opportunity to try something new. He had actually been thinking about changing his occupation, but didn't want to take the risk because he felt so secure in his job. The point is that sometimes external factors, though terribly unfair or unfounded, can affect your lives and your feelings of self-esteem. You will not always be able to control them. Maybe you've heard the saying that *"no one ever said that life was going to be fair."* Whoever made that up, was right. But remember you will always have the freedom to choose how to respond to life's events—whether they are fair or not.

> **"Obstacles are the things we see**
> **when we lose sight of our goals."**
> -Lee Burgland

What role will self-esteem play in your life? It is the core of your personality that will affect your education, your career success and all your relationships—professional or personal. If you should choose to marry and become a parent, your self-esteem will have a tremendous influence on your relationship with your mate and your children. Now that you know how crucial a healthy self-esteem is to your future, let's look at how it will affect your everyday life.

> ***"As I come to a fuller appreciation of my own worth, I grow in confidence, in my sense of adequacy and in my actual capability to live responsibly and effectively. This personal growth contributes to an emotional and spiritual warmth which becomes part of my sense of myself and my relationships with others."***
>
> *-California Task Force to Promote Self-Esteem and Personal and Social Responsibility*

ARE YOU THE PERSON YOU WANT TO BE?

> **"We find in life exactly what we put into it."**
> - Ralph Waldo Emerson

Being a mature person with confidence and self-esteem requires understanding of basic human needs, the ability to express human feelings, self-awareness and control, an awareness of human values and social and personal maturity. The following checklist can tell you how far along you are and what areas you need to continue to work on. Respond honestly to the statements by checking yes, no or sometimes.

Understanding basic human needs- *AM I:*

		YES	NO	SOMETIMES
1.	Caring for my own basic physical needs such as food, shelter, clothing, and good health	__	__	__
2.	Loving myself and others	__	__	__

3. Risking, creating, exploring ___ ___ ___
4. Learning, studying, and thinking ___ ___ ___
5. Helping and working with others ___ ___ ___
6. Accepting my strength and limitations ___ ___ ___
7. Striving for dignity and self-respect ___ ___ ___

Expressing human feeling-AM I:

8. Being open and spontaneous ___ ___ ___
9. Expressing joy and happiness through laughter, smiles, and cheer ___ ___ ___
10. Becoming close and loving with another person ___ ___ ___
11. Expressing sadness with tears and anguish ___ ___ ___
12. Expressing my fears, anxieties, and worries ___ ___ ___
13. Expressing the anger and frustration in my life ___ ___ ___
14. Celebrating life with others ___ ___ ___

Self-awareness and control-AM I:

15. Becoming aware of my body sensations of breathing, seeing, hearing, tasting, touching and smelling ___ ___ ___
16. Having faith in my unique talents and abilities ___ ___ ___
17. Becoming aware of and sensitive to the feelings of others ___ ___ ___
18. Inhibiting and controlling my undesirable behaviors ___ ___ ___
19. Planning and directing my own future ___ ___ ___
20. Rewarding my desirable behaviors ___ ___ ___
21. Wishing, fantasizing, and daydreaming ___ ___ ___

Becoming aware of human values-AM I:

22. Practicing social skills of courtesy, honesty and cooperation ___ ___ ___
23. Developing an awareness of the importance of knowledge ___ ___ ___
24. Nurturing, serving, and nourishing others ___ ___ ___
25. Developing awareness and appreciation of beauty, art, and music ___ ___ ___
26. Committing myself to selected values and expectations ___ ___ ___
27. Learning to love and care more fully ___ ___ ___
28. Anticipating the consequences of my own behavior ___ ___ ___

Developing social and personal maturity- AM I:

29. Assuming self-direction and responsibility ___ ___ ___
30. Adapting to personal, social, and technological change ___ ___ ___
31. Assuming community and social responsibilities ___ ___ ___
32. Identifying with and aiding others ___ ___ ___

It is recommended that you respond to this checklist again at the end of this course.

Were you able to respond positively to most of these goals? If not—you may have a good deal of work ahead, if you hope to reach your full potential. The following pages offer suggestions, guidelines and alternatives that may help you in your journey to self-fulfillment.

> **"The most important thing in a man is not what he knows, but what he is."**
> -Narciso Yepes

EMOTIONS

Adolescence is a difficult time not only physically but emotionally. Changes are occurring biologically, as well as psychologically, that may be very confusing and even frightening. The need for approval and acceptance is greater than at any other time. A lot of feelings surface at this time. To be a functioning and feeling person, you will need to learn to express all your emotions. Repressing them is not mentally or physically healthy. Knowing what you are feeling and why you are feeling that way is the key to self-understanding. Feelings often act as a warning signal telling you that something is wrong. For some people, expressing feelings is difficult because they aren't even aware of what their feelings are. This is true more often for boys who have been conditioned to repress their feelings. The following is a list of different feelings that you may experience during your life. How many of these feelings have you felt?

TRASH
REJECTED?

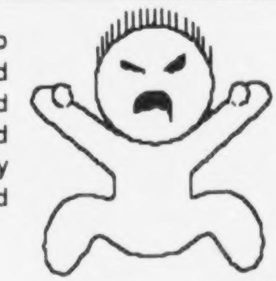
abandoned
accepted
adequate
affectionate
afraid
agony
alarmed
alienated
annoyed
anxious
appreciated
astounded
blissful
bold
bored
brave
burdened
comfortable
concerned
confident
connected
cowardly
creative
curious
destructive
determined
different
disappointed
discontented
distracted
distraught
disturbed
divided
dominated
eager
elated
excited
exhausted
exhilarated
fearful
flustered
foolish
frantic
free
friendless
frightened
frustrated
full

attractive
awed
bad
beaten
beautiful
betrayed
bewildered
bitter
gutless
happy
hateful
helpful
helpless
high
homesick
honored
hopeful
hopeless
horrible
hostile
hurt
hysterical
ignored
immortal
trapped
impatient
imposed upon
impressed
inadequate
incompetent
cut off from others
deceitful
dejected
delighted
dependent
depressed
deprived
desperate
jealous
joyous
judgmental
jumpy
lazy
left out
lonely
lovable
loving
low
loyal
manipulated
miserable
misunderstood
needy
nervous
odd
opposed
optimistic
outraged
overlooked
overwhelmed
electrified
embarrassed
enchanted
energetic
enjoyment
envious
evil
exasperated
relaxed
relieved
religious
remorseful
repulsive
restless
restrained
sad
satisfied
scared
screwed up
settled
sexy
shallow
shocked
shy
silly
sluggish
sorry for self
strained
stunned
stupid
glad
good
gratified
greedy
grief
groovy
guilty
gullible
used
violent
vulnerable
wishy-washy
wonderful
worried
insecure
insincere
inspired
preoccupied
pressured
quarrelsome
troubled
trapped
uneasy
unsettled
uptight
intimidated
involved
isolated
quiet
refreshed

Some of these emotions may be negative and, if not expressed and dealt with, they can constantly undermine your self-esteem. That is why it is so important to be in touch with your feelings. If you are out of touch or unaware of your own feelings, you may find yourself acting out the behaviors described on the following pages. Few people know how to handle these feelings and often they cause the individual great pain if not handled or controlled appropriately.

STRESS

Believe it or not, stress can add challenge and opportunity to life. Too much stress, however, can seriously affect your physical and mental well-being. Stress occurs generally when severe strain is placed on you—when you feel pulled in too many directions or are confronted by circumstances out of your control. Stress can be caused by any number of different situations—some internal or self-imposed and others a result of external factors.



An excessive competitive drive is self-imposed, but can create tremendous stress and tension. Racial discrimination or sexism are external realities that can be extremely stressful, especially in a face-to- face confrontation. These are just two examples of external factors that you may not have control over. Stress is with us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. People may respond differently to the same situation. The stronger your self-esteem, the better you will be able to handle such situations. The situation that may have caused you to feel stressed, may not have had that affect on someone else.

Jack and Fred are going to a party where neither of them knows anybody, but the guy giving the party. Jack is very nervous and stressed because he's afraid he won't meet anyone or have anyone to talk to since he's not one to initiate a conversation. Fred is looking forward to meeting new people and if he doesn't meet anyone special, he knows that there are other fish in the sea. Fred has a positive self-image which helps him deal optimistically with a potentially stressful event.

Some of the behaviors that can cause stress are:

- ***the need to win***
- ***the need to be perfect***
- ***tendency to over-plan***
- ***not being appropriately prepared***
- ***persistent need to advance and be recognized***
- ***inability to relax without guilt***
- ***fear of rejection***
- ***impatience with delays and interruptions***
- ***involvement with multiple projects with many deadlines***
- ***chronic sense of time urgency***
- ***excessive competitive drive***
- ***fear of failure***
- ***compulsion to overwork***

Which of these describe you?

Can you identify the areas where you have stress in your life? Are you aware of your behavior traits that cause stress? The following is a test to examine just how much of your everyday behavior is stressful. Circle the number that corresponds with how often the following behaviors occur in your life.

1-Never 2-Rarely 3-Occasionally 4-Frequently 5-Always

1. Do you find yourself rushing your speech? 1 2 3 4 5
2. Do you hurry other people's speech by interrupting them with "umhm" or completing their sentences for them? 1 2 3 45
3. Do you hate to wait in line? 1 2 3 4 5
4. Do you seem to be short of time to get everything done? 1 2 3 4 5
5. Do you detest wasting time? 1 2 3 4 5

6. Do you eat too fast? 1 2 3 4 5
7. Do you drive over the speed limit? 1 2 3 4 5
8. Do you try to do more than one thing at a time? 1 2 3 4 5
9. Do you become impatient if others do something too slowly? 1 2 3 4 5
10. Do you seem to have little time to relax and enjoy the time of day? 1 2 3 4 5
11. Do you find yourself overcommitted? 1 2 3 4 5
12. Do you jiggle your knees or tap your fingers? 1 2 3 4 5
13. Do you think about other things during conversations? 1 2 3 4 5
14. Do you walk too fast? 1 2 3 4 5
15. Do you hate dawdling after a meal? 1 2 3 4 5
16. Do you become irritable after a meal? 1 2 3 4 5
17. Do you detest losing in sports or games? 1 2 3 4 5
18. Do you find yourself with clenched fists or tight neck or jaw muscles? 1 2 3 4 5
19. Does your concentration sometimes wander while you think about what's coming up later? 1 2 3 4 5
20. Are you a competitive person? 1 2 3 4 5

Rule-of-Thumb Interpretation

20-60	O.K.
61-79	Needs Improving
80+	Time Bomb!

If you scored above 60 then you need to examine the stress in your life.
(Adapted from unknown source)

It is difficult to function under stress and it is almost impossible to maintain a positive self-image when feeling tense or strained. Relationships, grades and health may suffer as a result. Illnesses such as ulcers and heart attacks and even early death can result from too much stress. Violent crimes are often committed because of too much stress. Recognizing the early signs of distress and then doing something about them can make an important difference in the quality of your life, and may actually have an affect on your survival. Make a decision to eliminate as much of your stressful behavior as possible. Find activities that give you pleasure and that are good for your mental and physical well-being. Forget about always winning.Focus on relaxation, enjoyment, health.

Be good to yourself!

1. What are the stress-producing factors in your life? (People, places or things.)

2. What physical symptoms demonstrate to you that you are experiencing stress? (For example, headaches, stomach aches.)

3. What methods do you use to cope with stress?

SELF-FULFILLED PROPHECIES

> **"If you can conceive it and believe it—you can achieve it."**

Everyone feels insecure or fails at something occasionally. How you handle your problems and failures influences your self-confidence. You must look at the situation clearly and decide on a positive course of action. Don't become crippled by your fear of failure. Too many of us are victims of self-fulfilling predictions. If you have ever said to yourself that there was something that you couldn't do or that you knew you would fail at or that there was no use in trying, then you probably were making your own prediction of failure come true. Our belief that something can actually happen can make it happen. So sometimes our failures are due to the fact that we expect to fail. If we lack confidence and have failed in the past, we may expect to fail each time.

> **"Failure isn't important. It's the fear of failure that we should worry about. That's what keeps us from trying something."**
> -Jack Lemmon

CRITICISM

Most of the time we are too critical of ourselves for our failures instead of crediting ourselves for our accomplishments. Self-approval is essential to real happiness. The person who thinks poorly of himself tends to be guarded, uncertain of acceptance and easily discouraged by his own performances. If you don't like yourself, you tend to fail even if you have the ability to succeed.

DISCOURAGEMENT

We often get easily discouraged when things don't go our way. Sometimes we wonder if anything is ever going to work out the way we hope or plan it will. You may have to work a little harder or be more positive, but with your help, it's possible things can go your way.

> **"Every sunset brings a promise of a brighter tomorrow."**

When am I going to win a few??
H. NGUYEN

ENVY

> **"Remember that the value of a man is not measured by what he has, but by what he is."**
>
> -Pope John Paul II

Wishing for what you think other people have and having romanticized views of what you think you want can make it impossible for you to be satisfied with almost anything. Envy is one of the most destructive of all human behaviors.

There is no way that all of us can be rich, beautiful or famous. Most of us aren't any of those things. And longing for things we can never have and believing that only those things will make us happy takes a lot of energy. Anger at what we don't have can also consume a great deal of energy—energy that could be used constructively!

PERFECTIONISM

> **If you could really accept**
> **that you weren't OK**
> **you could stop proving you were OK.**
> **If you could stop proving**
> **that you were OK**
> **you could get that it was OK not to be OK.**
> **If you could get that it was OK not to be OK**
> **you could get that you were OK the way you are.**
> **You're OK, get it?**
>
> **-Werner Erhard**

Another behavior that consumes energy is trying to be a perfectionist. Asking yourself to be perfect is the "**perfect**" way to become your own worst enemy. You'll never measure up and you'll probably always be disappointed in yourself. Are you a perfectionist? Here is a test to find out:

> **"What I am is good enough, if I would only be it openly."**
>
> \- Carl R. Rogers

If you're not sure whether you suffer from perfectionism, test yourself with Dr. David Burn's scale. His inventory lists attitudes or beliefs that people sometimes hold. Decide how much you agree with each statement according to the following code:

+2 = I agree very much.
+1 = I agree somewhat.
-1 = I disagree slightly.
-2 = I disagree strongly.
0= I feel neutral.

Fill in the blank preceding each statement with the number that best describes how you think most of the time. Be sure to choose only one answer for each attitude. There are no *"right"* or *"wrong"* answers, so try to respond according to the way you usually feel and behave.

BEST COPY AVAILABLE

___ If I don't set the highest standards for myself, I am likely to end up a second-rate person.

___ People will probably think less of me if I make a mistake.

___ If I cannot do something really well, there is little point in doing it at all.

___ I should be upset if I make a mistake.

___ If I try hard enough, I should be able to excel at anything I attempt.

___ It is shameful for me to display weaknesses or foolish behavior.

___ I shouldn't have to repeat the same mistake many times.

___ An average performance is bound to be unsatisfying to me.

___ Failing at something important means I'm less of a person.

___ If I scold myself for failing to live up to my expectations, it will help me to do better in the future.

Scoring: Add up your scores, noting that plus numbers and minus numbers cancel each other out. For example, if your answer on five items was +1 and your score on each of the other five was -1 then your total test score would be 0. If you answered +2 on all the items, your total score would be +20, revealing a very high degree of perfectionism. If you answered -2 on every item, your score would be -20, revealing a strongly nonperfectionist attitude.

IRRATIONAL BELIEFS

All of us have a belief system composed of values that were taught at home, as well as messages we have heard from those in authority. Some of those beliefs may be irrational and out-dated. Holding on to them may be a source of stress and low self-esteem. For example, you may turn minor troubles into major crises if you believe that failure is catastrophic or you may expend much of your energy trying to be "perfect." If you believe that life should always be fun, you'll probably face intense disillusionment in your first job. If you learned as a child, "Don't talk to strangers!" and you still believe the warning, you'll really be stuck when the person sitting next to you on the subway strikes up a conversation. Let's look at some of your beliefs.

What are some of your most irrational beliefs?____________________________

____

How do those beliefs cause you distress?____________________________

____

Think back to your childhood: What were some of the favorite family sayings or mottos?

____

What things were you told not to say or talk about? (For example, Don't talk dirty; Don't talk about sex)____________________________

____

How are those beliefs affecting your life today? What are your beliefs? Finish these sentences with the first thing that comes into your mind:____________________________

____

I believe that people are::____

____

I believe the world is:____

____

I believe that love:____

____

I believe that friends: ____

____

I believe that I am:____

____

I believe that my parents: ______________________________________

I believe that life is ____

____

In his book "Feeling Good," Dr. David Burns gives examples of some ways we distort our thinking and behavior that may result in a lowered self-image, self-imposed stress and depression. (Reprinted with permission. Random House, Inc., 201 E 50th St, New York,NY I0022)

1. **ALL-OR-NOTHING THINKING:** You see things in black-and-white categories. If your performance falls short of perfect, you see yourself as a total failure.

2. **OVERGENERALIZATION:** You see a single negative event as a never-ending pattern of defeat.

3. **MENTAL FILTER:** You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like the drop of ink that discolors the entire beaker of water.

4. **DISQUALIFYING THE POSITIVE**: You reject positive experiences by insisting they "don't count" for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences.

5. **JUMPING TO CONCLUSIONS**: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

   a. **Mind Reading.** You arbitrarily conclude that someone is reacting negatively to you and you don't bother to check this out.
   b. **The Fortune Teller Error**. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

6. **MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION**: You exaggerate the

importance of things (such as your goof-up or someone else's achievements) or you inappropriately shrink things until they appear tiny.

7. **EMOTIONAL REASONING**: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

8. **SHOULD STATEMENTS**: You try to motivate yourself with shoulds and shouldn'ts, as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When you direct should statements towards others, you feel anger, frustration, and resentment.

9. **LABELING AND MISLABELING**: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him. Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

10. **PERSONALIZATION**: You see yourself as the cause of some negative external event which, in fact, you were not primarily responsible for.

Which of these do you find yourself doing? Can you see how thinking in any of these terms will serve to lower your feelings of self worth and result in depression?

If you want to avoid some further stress-causing behaviors that can lead to depression, here are some common ones that need to be removed from your life:

- **Don't try to be perfect.** No one is!
- **Don't live in the past or hold on to unrealistic dreams.**
- **Get rid of the irrational expectations that you are carrying around regarding yourself.**
- **Don't use the excuse, "That's just the way I am," for not changing the parts of your personality that are not constructive.** Rid yourself of old labels.
- **Don't base your self-esteem on your looks...as your beauty fades, so will your self-image.** Remember, beauty is only skin deep.
- **Don't let anyone exploit you or your body.** Take responsibility for what you do with your body.
- **Don't use drugs or alcohol or let anyone talk you into using them.** You may appear to feel better for a brief time. When the temporary high wears off, you'll only feel worse and you'll still have to face the same reality.
- **Don't hang on to bad relationships.** Relationships should be nurturing and supportive. When they cease to be, break away and find more gratifying ones.
- **Don't pass on hurtful facts or malicious gossip about someone in order to boost your own ego.** Don't blame others to justify your own behavior. We often criticize others to hide our own flaws. That kind of behavior will ultimately reflect negatively on you.

DEPRESSION

The American Psychiatric Association describes depression as *"fairly prominent and persistent loss of pleasure and interest in usual activities and pursuits. Feelings of sadness, hopelessness and discouragement pervade the depressed individual."* One of the major characteristics of depression is a negative self-concept or low self-esteem.

All of us experience depression from time to time. It is a response to disappointments, frustrations, and failures and is part of the ups and downs of everyday life. When it continues over a period of time and begins to impair normal functions, then there is reason for concern. If it does continue or the depression seems to deepen, it just may be that this type of depression is one that is diagnosed as an illness or disease. One type of severe depression is called manic-depression or bi-polar depression. The person might have severe mood swings—first being high and reckless and then falling into a deep depression. This type of depression is usually caused by a chemical imbalance in the brain. It can last a lifetime. Generally, the only way to control it is with medication. There are new medicines discovered all the time for these problems, but only the proper kind of doctor can diagnose and prescribe these medicines.

A mild case of depression may have some of the same symptoms as a severe case, but, generally, it will disappear fairly quickly. The following is a list of symptoms that may surface periodically during depression. Only in the most severe cases could all of them occur at once.

- ***Sadness***
- ***Fluctuation between indifference and apathy on one hand and talkativeness on the other***
- ***Anger and rage - typically expressed by verbal sarcasm, attack and irritability***
- ***Feelings of insufficiency***
- ***Poor self-esteem***
- ***Feelings of helplessness and decreased peer support***
- ***Intense ambivalence between dependence and independence***
- ***Feelings of emptiness in life***
- ***Restlessness and agitation***
- ***Pessimism about the future***
- ***Death wishes; suicide ideas, plans, and attempts***
- ***Rebellious refusal to work in class or cooperate in general***
- ***Sleep disturbance***
- ***Increased or decreased appetite / weight gain or loss***
- ***Headaches***

More than twice as many women as men experience depression. And those in rigid masculine-feminine sex roles seem to have lower self-esteem and experience more depression than those in more flexible gender roles. Adolescent boys appear to respond somewhat differently to depression. They more often may act out in negative, antisocial, restless, grouchy or uncooperative ways. Depressed teenagers typically have school difficulties, dress carelessly, over-react to rejection, run away or turn to drugs and alcohol.

The two most dominant characteristics of adolescent depression are *acting out* and *social abandonment*. Acting out includes running away, aggressiveness and lack of self-confidence. Social abandonment includes a feeling of emptiness, social frustration and death wishes. The latter characteristic-in particular, death wishes—may account for the alarming increase in teenage suicides.The following list, entitled *"Relief from Depression"* by Helen D. Wright, has been adapted to offer suggestions that can give you some relief from feelings of stress and depression. They may also offer alternative behaviors when suicidal feelings come on.

Some of these suggestions may give relief from depression or too much stress. Choose one or more of the activities to do. Pay close attention to your mood changes so that you may learn what triggers higher mood states for you.

1. **Think of something you want that is accessible; then make a plan to get it.**
2. **Go for a long walk.**
3. **Think of people who raise your spirits. Call one of them.**
4. **Listen to your favorite music.**
5. **Sing or chant.**
6. **Do something creative.**
7. **Take a shower or a long warm bath.**
8. **Make a list of your strengths. Spend at least an hour concentrating fully on appreciating yourself.**
9. **Love a pet expressively.**
10. **Think of a beautiful thing you would enjoy doing for someone, then do it.**
11. **Read a book on higher consciousness, love or another enjoyable subject.**
12. **If you have suffered a loss, start on a plan to find something even better.**
13. **Dance.**
14. **Forgive someone.**
15. **Consult a nutrition book and find something to add to your diet for vitality.**
16. **Plan a trip or event that you think you would enjoy. Spend an hour fantasizing exciting aspects of the experience.**
17. **Think about enjoyable ways of relaxing. Choose one and do it.**
18. **Give yourself a body massage or an invigorating skin brush.**
19. **Exercise. It can give you a fantastic sense of well being.**
20. **Begin something you have been putting off a long time.**
21. **Start your own humor book. Write down the funniest jokes you can remember.**
22. **Make yourself more enjoyable to live with, or more attractive as a friend.**
23. **Re-live the "greatest moment" you ever had.**
24. **Stop doing everything and just be for a while.**
25. **Try to think of a specific solution to the biggest problem in your life.**
26. **Make a list of all the things you are grateful for.**
27. **Scream.**
28. **Think of a goal that would bring you joy, then consider ways to obtain it.**
29. **Resolve to free yourself from the fear and anger in your life. Start by realizing you can't blame other people or things for your problems.**
30. **Much unhappiness is caused by lack of knowledge. Learn how to get what you want by looking for the missing information, or the right teacher .**
31. **Resolve to let go of all criticism (of an emotional nature). Remember that the**

mentally healthy person is non-critical.

32. Arrange a meeting with your favorite person.
33. Give something away.
34. Calm, blank and open your mind.
35. Tell someone you love him or her.
36. Make a list of things you feel guilty about. Consider where you can make amends. Make amends. Burn the list.
37. Plan a surprise for someone.
38. Do breathing exercises for energy and calmness.
39. Clean up something.
40. Anticipate the pleasure of eating your favorite meal, and then eat it.
41. Organize a part of your life that has been producing irritation.
42. Re-live with vivid imagination an experience in your life which made you feel extremely loved.
43. Become in your imagination the person who has recognized you most. See yourself through her or his eyes.
44. Think of the most difficult person in your life. Concentrate at length on having him or her *"right,"* looking for ways in which he or she is actually good and admirable. Share these thoughts with that person.
45. Check to see if your life is out of balance regarding work and play, rest and activity, excitement and calm. If it is, make a plan to restore the balance.
46. Lie down and relax. Close your eyes. Repeat your name gently and tenderly for half an hour and note the changes in your feeling.
47. Relax and contemplate vividly, yet dreamily, for half an hour some of the following visions:
    a calm lake - absorb its calmness
    a beautiful river - flow with it
    a gentle breeze - let it caress you
    a blazing sun - absorb its warmth
    a towering waterfall - drink in its refreshing energy
    new fallen snow - feel its purity and perfection
    a cozy fire - relax beside it
    springtime flowers - merge with their beauty
    space - feel its freedom
    nothingness - taste its breathlessness
    silence - listen to its wisdom
48. Make a map of your own way out of depression. Watch the changes in yourself and make a record of what "brings you up."
    1. Label the feeling: *"I am depressed."* Further clarify your mood by recognizing, *"I feel helpless, hopeless, a loss, numb, angry, anxious, worthless, guilty (other)."*
    2. Recognize and affirm strongly: "I am in charge of my life. I will use my own power and do what it takes to find my way out of this."
    3. Be sure you are not simply overtired. If you are, get some rest.

SUICIDE

When depression becomes severe, it's not unusual to have feelings of isolation, hopelessness, emptiness and failure. When you're this down, it is easy to lose your perspective on life. It appears that things will never get better. It may seem like there's no place to turn, no escape from these terrible feelings. The more it seems hopeless, the more it feels like there's no way out. And the more you feel that way, the more embarrassed you are because you can't seem to help yourself. At that point it may feel like there are no other choices, but suicide. But at that point it is important to find out whether your depression may be an illness that requires on going medical treatment, medication or even hospitalization. Don't be ashamed of being sick.

Many young people who attempt suicide believe that they won't die—that they can't really die because someone will stop them or save them. Usually the attempt is only a cry for help or an effort to hurt someone who has recently hurt them. Unfortunately, too many teenagers today have been successful in their attempts. No one has been there to save them.

> **"At the depths of despair, nothing matters,**
> **I can't do anything, got to get out of here, walls**
> **falling in, throw me a rope, I can't move,**
> **can't stand it, nothing, throw me a rope...**
>
> **And one day, like any other day, finally**
> **tired of waiting for help that never comes,**
> **make a rope, tie it to a rock, throw**
> **it up, pull yourself out and walk away..."**
> **-Paul Williams, "Das Energi"**

Suicide is the third leading cause of death among adolescents. Since 1960, the rate has risen 300 percent. Almost eighty percent of teenage deaths result from accidents, homicide and suicide. In 1987, 4,109 males and 815 females between the ages of 15-24 killed themselves. Not enough is understood about suicide, but many theories exist about its cause. None can be identified as the main cause or the only explanation, but it may be useful, at least, to know these theories. More men than women actually kill themselves although women attempt suicide three times as often. One of the reasons may be that men choose more lethal weapons or violent methods. Men use guns or hang themselves while women generally prefer more passive methods like gas, poison, or overdoses of medication. Men may also feel more compelled to be successful—even in death.

Until recently the African American suicide rate was low compared to whites. This led researchers to speculate that African Americans were better able to adjust to adversity because they had survived slavery and other degrading socio-economic conditions. More recently, African American suicide rates have increased drastically, particularly for males between 15-24 years of age. Some believe that rapid changes in cultural and social values and worsened socio-economic conditions have contributed significantly. They also speculate that the African American suicide rate is increasing because of a sense of fatalism—the feeling of oppression that keeps an African American youth trapped in a society that doesn't allow him to reach his aspirations. African American youth find themselves out of school, jobless and without hope for the future much more often than white youth. Different cultural and ethnic groups have different expectations of life which may affect their reasons for suicide.

WARNING SIGNALS

The warning signals or clues that someone is contemplating suicide are very similar regardless of background. The following is a list of life crises that can cause signals or changes in behavior associated with severe depression and suicide. The presence of any one of them does not imply that someone is going to kill him/herself, but there are clues to look for that may save a life.

Life Crises

Death of loved one
Separation/divorce of family members
Injury or illness of self or a loved one
Remarriage of a parent
Pregnancy
Severe physical illness
Change in residence
Romantic breakup
Severe disappointment
Mental illness

Any one of these life crises could result in the following behavior:

Drastic change in personal appearance
Sleep change - insomnia or excessive sleep
Physical complaints - stomach-aches, back-aches, headaches, etc.
Decrease or increase in appetite; significant weight change
Inability to concentrate
Delusions, hallucinations
Loss of friends
Feeling of sadness, hopelessness, discouragement, being "down in the dumps," having the "blues," and "not caring any more"
Overwhelming sense of guilt/shame; feelings of worthlessness
Extreme fatigue, boredom, stammering
Social behavior changes, emotional outbursts compounded with crying or laughter, inability to sit still, excessive use of drugs, alcohol, sudden bursts of energy
Preoccupation with death or suicide
Poor grades, truancy, disciplinary problems
Tearfulness

Source: (C. Tishler, P. McHenry, K. Morgan; Adolescent Suicide Attempts: "Suicide and Life Threatening Behavior")

PREVENTION SKILLS

Knowing what to do after observing or receiving a warning signal or clue that someone is thinking of killing him/herself is crucial for the prevention of suicide. The following prevention skills will help you respond to a friend or fellow student who is contemplating suicide.

1. Listen and accurately hear what he or she is saying.
2. Don't discount feelings as foolish.
3. Help in the problem-solving process. Plan a strategy to reach a solution.
4. Be assertive and insist that he or she gets professional help. In this case, don't

hesitate to break confidentiality. Tell someone—a teacher or counselor—so he/she can get help. Encourage the person to talk to his/her parents even though he/she believes that they won't understand the feelings. And if it's a close friend, talk to the family yourself to share your concerns.

5. Suggest to family members that they be on the lookout for clues and keep a close vigil on that person. Suggest that they remove certain medications to reduce the possibility of an overdose.
6. Help him or her make positive evaluations and appraisals of him or herself.
7. Use humor when appropriate.
8. Respect what he or she is feeling, while at the same time express your distress and great concern for those feelings.
9. Be sensitive to the pain he or she is feeling.
10. Help clarify and describe his or her feelings.
11. Don't attack.
12. Avoid name calling or other behavior that may heighten negative feelings. Don't call the person *"stupid"* or *"dumb"* for feeling this way.
13. Share your feelings. Discuss that depression is not unusual among teenagers.
14. Make a connection with the individual. Show that you are concerned and that you care.
15. Anticipate disappointment, anger or sadness, and attempt to provide explanations of the circumstances before the incident. For example: A girl asking a guy to a dance may get turned down. How will she feel? What can she do with the feelings?
16. Acknowledge the pain, fear or disappointment, but let your friend know suicide is not the answer.
17. Help him or her find alternative means of expressing him or her self.
18. Help him or her to turn destructive thinking into positive self-enhancing thinking.
19. Guide him or her in setting realistic goals.

(Source: Institute for Mental Health Initiatives, Washington, D.C.)

This poem, which was written by a 17-year-old high school student under psychiatric treatment, reveals the hopeless feeling that severe depression can bring on.

"Time passes by minute by minute, hour by hour as I see myself die.
No one around to relieve my loneliness; no one around me who cares.
Each day that passes I see nothing but conflicts.
No meaning to life, yet no meaning to death.
I'm like a rope in a tug-of-war always being pulled on.
Constant anger but all inside, as I see myself die.
Never any happiness, only hopelessness and helplessness.
Shall the day arrive soon or shall I survive.
How can I live with a constant lie, for..., she must die."

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Suicide may seem like the best solution to a future that seems unbearable because of a loss of friends, failure in school, status or pride, an unhappy home life or rejection from someone you love. But it really isn't. No one knows what will happen tomorrow or what tomorrow will bring, but that's one of the greatest challenges in life. New joy, happiness and love may be just around the corner; think how tragic it would be if you're not there to greet it.

Don't Quit

When things go wrong as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit—
Rest if you must, but don't you quit.

Success is failure turned inside out,
The silver tint of the clouds of doubt,
And you never can tell how close you are,
It may be near when it seems afar,
So stick to the fight when you're hardest hit
It's when things go wrong that you mustn't quit.
-Author unknown

SUICIDE PREVENTION ACTIVITIES

1. List identifiable signs or warning signals.
2. Make a list of who one could turn to for help.
3. Make a list of alternative ways of coping with a painful experience.
4. Write a letter to someone contemplating suicide.
5. Write a short essay on "Suicide Is not the Answer."
6. Write a short essay on the feelings of survivors.
7. Write a story about someone who has committed suicide; their feelings, fears and signals for help.

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HOW TO BUILD AND MAINTAIN SELF-ESTEEM

SUPER
© HMK CDS

We know that there is a definite connection between low self-esteem, negative behavior, drug and alcohol abuse, violence, teen pregnancy, drop-outs, depression, and suicide. The question then is what can you do to build self-esteem, to feel better about yourself and to develop productive, safe and enjoyable behavior patterns?

The following pages will attempt to suggest new behavior patterns or possible alternatives to old patterns that have not or don't work well for you. Be open to change, for it is only when you risk the unknown and are receptive to something different that positive transformation can take place. Don't hesitate to talk about some of your feelings with your friends or parents after completing this chapter.

GETTING TO KNOW YOURSELF

"If you don't know where you're going, no road will take you there."

Knowing what you are feeling and why you feel a certain way can help you understand yourself better. Once you know who you really are, it is much simpler to change those parts of you that you want to change. While growing up, you will be imitating, borrowing and blending other people's personalities into your own. As you get older and have more experiences, you will learn more about what works and doesn't work for you.

"All we are given is possibilities—to make of ourselves one thing or another."

- Ortega y Gasset

There are three areas of concern that people seem to spend most of their time thinking about. They are: (1) **Identity,** which asks "Who Am I?", (2) **Connectedness,** which deals with the issue of relationships with others, and (3) **Power**, which refers to the sense of control over one's own life.

Below is a list of incomplete sentences that will help you to begin to know yourselves better. Read them slowly and take your time responding. You may want to just respond mentally or you may want to record your answers, so that you can really think about your responses.

IDENTITY

My favorite thing is...
If I could have one wish, it would be...
I'm happiest when...
One question I have about life is...
I get angry when...
A fantasy I enjoy is...

I feel saddest when...
I feel most important when...
The best thing about me is...
The worst thing about me is...
I hate...
I wish I had the courage to...
I feel brave when...
I wonder about...
If I were a little kid, I would...
I believe strongly in...
I do my best work when...
My body is...
My face is...
I feel uncomfortable when...
The thing I'm most afraid to talk about is...
More than anything else, I would like to..
I don't want to...
A thought I keep having is...
When I get angry I...
When I feel scared I...
I get scared when...
Something I want but I'm afraid to ask for is...
I need...
I bet...
I love to...
I see myself as...
Something I do well is...
I worry about my...
My greatest asset is...
I often think about...
I am afraid to...
If I were an adult, I would...

POWER

Something I do well is...
Something I'm getting better at is...
I can...
I am proud that I...
I get people's attention by...
I get my way by...
My greatest strength is...
I can help other people to...
A skill I have learned within the last year is...
I taught someone how to...
When I want my parents to do something I...
I need help on...
People who expect a lot from me make me feel...
I have accomplished...
If I want to, I can...
People who agree with me make me feel...
I don't like people to help me with...
Something I can do all by myself is...
People can't make me...
When people try to boss me around, I...
I get praise from others when I...
The most powerful person I know is...
People seem to respect me when I...
I want to be able to...
I want to be strong enough to...
A time when I was a leader was...
I'm not afraid to...
Something that I can do now that I couldn't do last year is...
I have difficulty dealing with...
I'm learning to...
The one thing I would change in the world is...
I feel big when...
I have the power to...
I was able to decide to...
I handled a recent disagreement by...
Strong independent people...
If I were the teacher, I would...
I got into trouble when I...
When I am alone, I...
When I am in a new situation, I...

CONNECTEDNESS

People are...
My friends are...
The thing that makes me a good friend is...
The things I look for in a friend are...
My parents...
Other people make me feel...
Older people are...
Younger people are...
I wish people would...
I hope my children will not have to go through..
I demand...
I wish my family would...
I like people who...
I don't like people who...
I like it when somebody says to me...
I value...
I make friends by...
My best friend...
I wish my teacher would...
My brother(s)/sister(s)...
When someone tells me they like me, I...
Girls are...
Boys are...
People can get to me by...
Teasing people is...
When people tease me I...
People like me because...
People think I am...
I think I am...
Someone I would like to get to know...
My teacher...
I pretend to be...
Something I do for my mother is...
Something I do for my father is...
I wish I had told...
I believe...
I stop myself from talking in class by...
I resent...for...
I appreciate...
One person I know that seems to...

What sentences seemed most meaningful to you? Why?

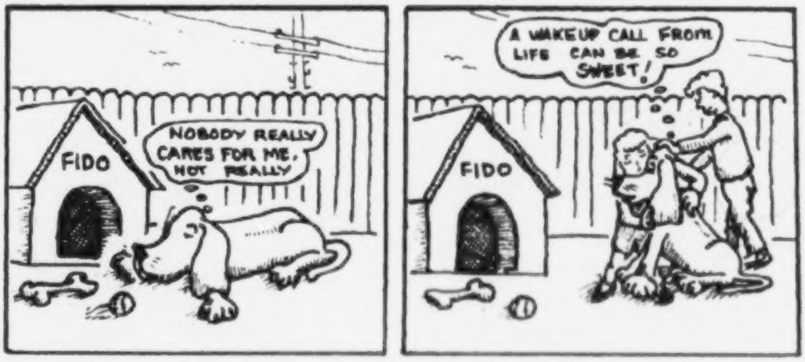
Which sentences seemed most difficult to finish?

How did you feel about yourself after finishing this exercise?

Do you know yourself any better?

> **"Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you too can become great."**
>
> -Mark Twain

DEVELOP SUPPORT SYSTEMS


FIDO
NOBODY REALLY CARES FOR ME, NOT REALLY
FIDO
A WAKEUP CALL FROM LIFE CAN BE SO SWEET!

Develop a strong support system of people who really care about you as a person. Maintain a strong connection to at least one other human being.

Keep a network of friends (peers as well as adults) and relatives that you can turn to for fun, support, encouragement and, particularly, when you're really in need—physically or emotionally. Also get thanks, recognition and validation from all available sources. If you have to ask for it, ask....don't stand on ceremony. There is a line from a song, *"People who need people are the luckiest people in the world."* We all need people in our lives. Be sure you express your appreciation and love to those close to you and be willing to accept it in return.

We all need someone to talk to, share experiences with and, sometimes, just to *"be there."* That may be a friend or a boyfriend or girlfriend. (The chapter on Friendship will explore ways of making and keeping friends.) Sometimes a kind word, a shoulder to lean on or just a hug is all you need. Don't be reluctant to ask for any one of them.

> **"We must cease all action that is counter to the flow of life.**
> **We must cease all inaction that is counter to the flow of life.**
> **Some of these actions and inactions are already obvious to us.**
> **So let us start now.**
>
> **Let every individual reading these words remove himself from all participation in any activity that is detrimental to the flow of life. Let every individual reading these words undertake every activity that is necessary for her to do in order that the harmony of the life flow be preserved."**
>
> \- Paul Williams

POSITIVE PEOPLE, PLACES AND ACTIVITIES

Try to surround yourself with positive people. That means people who care about themselves as well as others, who care about their appearance and what they put into their bodies. **Try to avoid being around the people who use or offer you drugs or alcohol.**

Anyone using drugs, smoking cigarettes or drinking alcohol probably doesn't really care too much about his/her physical or mental health since medical test results prove how destructive these habits can be. Turning to drugs or alcohol may seem like fun and may even feel good, especially when you're down. But in reality it will keep you down. And when you try to stop, you'll feel even worse. **Drugs and alcohol are only for people who don't like themselves very much and don't care about their futures**. Don't ever let chemical substances control you. Stay in control of your destiny by avoiding the use of drugs and alcohol. If you should make the decision to drink, knowing well the consequences, please remember *"everything in moderation."*

Go places that you know are safe. Don't hang out in places that might lead to trouble. Find activities to participate in that are productive, safe and fun. Dealing dope is not safe. Stealing is not productive. Participating in or attending sporting events is productive, safe and fun. Develop a talent or hobby. Sports or hobbies can give you a sense of accomplishment, help you relax and relieve stress and can give your life an added sense of purpose.

IN OTHER WORDS, DON'T HANG OUT WITH PEOPLE WHO ARE ABUSIVE TO THEMSELVES OR OTHERS AND DON'T GO PLACES OR GET INVOLVED IN ACTIVITIES THAT WILL PULL YOU DOWN, GET YOU IN TROUBLE OR CAUSE YOU OR ANYONE ELSE PAIN, SADNESS OR DISAPPOINTMENT.

CREATE A COMFORTABLE ENVIRONMENT

Think about your environment. Where do you spend most of your time? Do you have your own place or are you living at home? Do you have your own room or do you share one? How can you enhance it to please yourself? How can you make it a comfortable and attractive place?

If you spend most of your time in your room, make it a nice place to be. Keep it clean. Surround yourselves with things that make you feel good, whether it's plants, posters or stuffed animals. You'd be surprised how coming home to a cheerful, warm or bright environment can bring you up—even when things appear to be a little tough on the outside.

If parents are approached properly, they will most likely allow you to decorate your room the way you want it. And it doesn't have to cost much, so you don't have to ask them to help. Paint a mural on the wall or paint one wall a bright color. Tear pictures out of magazines, get old posters from travel agents. Be creative, it's your space. If you share your room, ask your brother or sister what they'd like or ask them to help. Remember, it's still your parents' or guardian's home, so don't do anything outlandish that they won't approve of. Get their permission first.

Your room is your castle. Make it fun to come home to. Have a class discussion on ways to fix up your room. Everybody will have different ideas to share.

"If I am not for myself, who will be?"
- Hillel

BE RESPONSIBLE FOR YOUR OWN HAPPINESS

Everybody wants to know,
What can I do? We all want to
save the planet, pick up the
garbage, free our brothers
and sisters, stop war and
bring the millennium;
but what can I do, seriously?

Okay, seriously:
get to reality,
get to your own reality,
become yourself,
become incredibly high and real
and influence
everyone around you with your
vibrations,
no matter how difficult it is,
drop everything else and
start doing the most fantastic, real things you
can think of—
become yourself
get to your own reality.

-Paul Williams, "Das Energi"

Knowing more about who you are will lead to the hardest step...deciding what direction you want your life to take. Don't start with any major decision yet; but start making some conscious choices. For example, begin by wearing something you're dying to wear, but have been afraid to because of what people might say or think—or by telling someone, something you've always been afraid to say. The point is to start getting in the habit of doing what you want. Always remember that doing what you want does not mean at the expense of hurting anyone else either physically or emotionally. It also doesn't mean doing just what you want, if your parents don't think you should. As long as you are living with them, you must abide by their rules as long as they're not physically harmful to you.

You may find that as bigger choices and more obstacles arise, you'll feel like pulling back. Now is the time to take a stand. (Force yourself if necessary until you get the hang of it.) When you know who you are and have begun to act on your own behalf, you'll have confidence in the knowledge that you have control over your life and that you are not at the mercy of events or people.

You can't spend your life trying to live up to other people's expectations either. When you lose sight of that little voice inside of you that shouts, *"This is who I am; this is what I need, want or feel good or bad about,"* you will waste your life becoming a person that others approve of. Keep control over what you are doing and the pace at which you are doing it.

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If you don't, you'll never get around to your own dreams. Learn to trust your own judgment based on facts rather than accepting the opinions of others. When you are young, parents **may** know best, but when you become adults, only you will know what's best for you. Others know what's best for them too, so don't make choices or decisions for them. When you know what you really want, be sure to tell the people around you what it is, so that they can have the opportunity to help you, not hinder you. They're not mindreaders.

Use your own initiative to get whatever it is that you want that will make you happy. And don't be afraid to confront someone. A confrontation might just improve the situation or the relationship. You won't fall apart if you challenge the rules or other people.

TAKE RISKS

> **"Often the difference between a successful man and a failure, is not ones better abilities or ideas, but the courage that one has to bet on his ideas, to take a calculated risk—and to act."**
>
> - Maxwell Maltz

Don't be afraid to take risks. Always ask yourself, *"What's the worst thing that can happen if I take a chance?"* If the answer is something bad could happen then it may not be worth taking a risk. ***By taking risks you have a 50% chance of succeeding or getting what you want, if you don't—you have a 100% chance of failing or getting nothing.*** Most of the time when making a decision, you will not know what the consequences or outcome will be—that means some degree of risk. You will be making many decisions throughout your lifetime and some will be more important than others. When making choices weigh what you may gain against what you will give up or lose. Then decide if it's worth risking.

"DON'T BE AFRAID TO FAIL"

"You've failed many times, although you may not remember.
You fell down the first time you tried to walk.
You almost drowned the first time you tried to swim, didn't you?
Did you hit the ball the first time you swung a bat?
Heavy hitters, the ones who hit the most home runs, also strike out a lot.
R. H. Macy failed seven times before his store in New York caught on.
English novelist, John Creasey, got 753 rejection slips before he published 564 books.
Babe Ruth struck out 1,330 times but he also hit 714 home runs.
Don't worry about failure.
Worry about the chances you miss when you don't even try."

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"There are risks and costs to a program of action, but they are far less than the long-range risks and costs of comfortable inaction."
- John F. Kennedy

Many people are afraid to try new things, take on some new project, job or promotion because they have a great fear of failing. First let's explore fear. If you think of FEAR as:

FALSE
EVIDENCE
APPEARING
REAL

OR

FANTASIZED
EXPERIENÇES
APPEARING
REAL

then you realize that fear has no real foundation. Most of time it is just in our minds, not based on reality. And if you look at failure, most of us fail at one time or another. And most of us usually survive and go on to the next opportunity. People see failure differently too. Someone who is used to getting straight A's might feel like a failure if he or she gets one B. Someone who loses a job might see it as an opportunity to make a change and try something new. The following quotations may help you explore your own fear of failing. Read them slowly and think about their messages.

"We learn wisdom from failure much more than from success, We often discover what will do by finding out what will not do; and probably he who never made a mistake never made a discovery."
-Samuel Smiles

"Far better it is to dare mighty things, to win glorious triumphs even though checkered by failure, than to rank with those poor spirits who neither enjoy nor suffer much because they live in the gray twilight that know neither victory nor defeat."
- Theodore Roosevelt

**"A step in the wrong direction is better than staying
on the spot all your life.
Once you're moving forward you can correct your course as you go.
Your automatic guidance system cannot guide you
when you're standing still."**
- Maxwell Maltz

**"A lot of successful people are risk-takers.
Unless you're willing to do that...to have a go,
fail miserably, and have another go, success won't happen."**
.......- Phillip Adams

**"Man cannot discover new oceans until he has courage
to lose sight of the shore."**

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> **"There are no real successes without rejection.**
> **The more rejection you get, the better you are,**
> **the more you've learned, the closer you are to your outcome."**
> - Anthony Robbins
>
> **"Nothing would be done at all if a man waited until he could do it so well**
> **that no-on could find fault with it. "**
> - Cardinal Newman

SAY IT LIKE YOU MEAN IT AND ASK FOR WHAT YOU WANT

Eliminate words like hope, wish, try and maybe from your vocabulary. They are excuses for not doing anything. Substitute them with action words that are constructive. Instead of saying, "*I hope things get better,*" say, "*I will make things better.*" Change, "*Maybe it will be OK* " to "*I will make it OK.* " **Leave out the word "try" whenever possible.** Change, "*I will try to do this* " to "*I will do this.*"

Don't be vague. If you want something, ask for it. Be specific. If you don't, you'll set yourself up for disappointment. Don't say ,*"I want to go out,"* if what you really want is to have a candlelight dinner at your favorite little restaurant. Don't say, *"You never listen"* if what you want is to sit down and have a heart-to-heart conversation.

Avoid using expressions or words like kind of, sort of, maybe, you know.

VAGUE	SPECIFIC
I kind of want to go to the movies??	*I'd really like to go to see* ***Rocky.***
I sort of like you??	*I really like you alot.*
Maybe we can go out sometime??	*Would you like to go out tonight?*

> **"Perhaps the most important single cause of a person's success or**
> **failure has to do with the question of what he believes about himself."**
> - Arthur W. Combs

THINK AND BE POSITIVE

If you think you can do something, you probably can. Most successful people believed they could accomplish their goals and did.

> **"The secret of making something work in your lives, is,**
> **first of all, the deep desire to make it work:**
> **Then the faith and belief that it can work:**
> **Then to hold that clear definite vision in your consciousness**
> **and see it working out step by step, without one thought of**
> **doubt or disbelief."**
> - Eileen Caddy

If you walk around being negative and saying, *"I can't, I won't"*, your prophecy will come true. If you believe and affirm your goals, you'll find yourself closer to reaching them. Affirm yourself. If you don't, you can't expect anyone else to. Let yourself know what a neat person you are.

The following poem, **Time Somebody Told Me**, does just that.

YOU DESERVE A STAR!

"Time somebody told me
That I am lovely, good and real
That my beauty could make hearts stand still:
It's time somebody told me
That my love is total and so complete
That my mind is quick and full of wit
That my loving is just too good to quit:
Time somebody told me
How much they want, love, and need me
How much my spirit helps set them free
How my eyes shine full of the white light
How good it feels just to hold me tight:
Time somebody told me.
So I had a talk with myself, just me—nobody else
Cause it *was* time somebody told me."

From "Hello to Me with Love: Poems of Self-Discovery" by C. Tillery Banks
(Reprinted with permission of the author)

Jack Canfield, author of "101 Ways to Enhance **Self-concept** in the Classroom," developed this list of:

AFFIRMATIONS FOR SELF-ESTEEM

1. I am enjoying being lovable and capable.
2. I am enjoying loving myself and others.
3. I am feeling great, respecting myself as a worthwhile, valuable and important person.
4. I am enjoying using my expertise, allowing others the same privilege.
5. I am happily expressing my ideas freely and easily, joyfully accepting the respect of others.
6. I am loving myself fully just the way I am; I am enough.
7. I am enjoying being kind, compassionate and gentle with myself.
8. I am feeling great, easily asking for what I want and need.
9. I am tenderly warm and loving towards myself as a unique and precious being, always doing and being my best.
10. I am joyfully loving and giving to myself and others.
11. I am exhilarated, gladly asking for what I want.
12. I am enjoying total success in all that I do.
13. I am rejoicing in all that I do.
14. I am beautifully radiating perfect health.

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15. I am feeling great, joyously expressing my limitless capacity for pleasure.
16. I am peacefully accepting that no matter what you say or do to me, I am still a worthwhile person.
17. I am serenely and easily accepting compliments, joyously sharing my successes.
18. I am having fun giving and receiving space and freedom in all my relationships.
19. I am joyfully accepting and carrying out all my responsibilities.

(Reprinted with permission Jack Canfield, Self-Esteem Seminars,
17156 Palisades Circle, Pacific Palisades, California 90272.)

Now create your own affirmations. On a sheet of paper, make a list of all the things you would like to have or would like to experience. Write them as if you were already enjoying them, starting with the words *"I am."* Then read them every day and visualize what you'd like to create. *For example, "I am enjoying attending the college of my choice" or "I am feeling great about getting the lead part in the school play."*

"Believing is the beginning of a dream come true."

FORGIVENESS

You have all done or said something that you have been sorry for after the deed was done. Then you feel guilty, sometimes for just a little while and sometimes it stays with you forever. You feel especially guilty when someone reminds you of your error or doesn't accept your apology. Guilt can be a deadly feeling and a tremendous burden to carry throughout life.

Since you know that no one is perfect, you have to expect to make some mistakes. Walking around feeling guilty or angry at yourself for a mistake you've made, uses up a lot of energy that could be put to more productive use. The real mistake you've made is in not forgiving yourself. Here is a little exercise that will help you to get rid of your self-hates.

Stand in front of a mirror with your eyes closed and begin thinking of things you've done which made you feel ashamed, guilty, angry with yourself or embarrassed. Then start scolding yourself, calling yourself names like *"stupid," "inconsiderate slob,"* whatever comes to mind. Keep doing it until you feel you've been punished enough and that you don't deserve to be treated that way. You may also begin to feel a little silly. At that point, stop. Open your eyes, look at yourself and say, "I forgive you." Say it a few times in different ways. *"I really forgive you"* or *"I know you're sorry and I forgive you."* (Remember as a child when you had done something wrong and knew you'd be punished, how bad you felt until you finally *"got it."* After that, you began to feel better because you got what you deserved —it was over and it was time to get back to playing again.) This exercise allows you to get rid of the backlog of guilt, sorrow and anger. Now you're ready to move on. Holding on can cause these feelings to turn against you and may result in depression.

In **Love Is Letting Go of Fear**, Gerald Jampolsky writes, "Only through forgiveness can my release from guilt and fear be complete." Read his essay which follows; then discuss your feelings and response in class:

"Teach only love for that is what you are. My present happiness is all I see. All fear is past and only love is here. Love then is letting go of fear. Other people do not have to change for us to experience peace of mind. When we choose only love as the director of our mind, we can experience the power and miracle of love.

This day I choose to spend in perfect peace. I see all things as I would have them be. Forgiveness ends all suffering and loss. All that I give is given to myself. Today allow yourself to learn and experience the law of love.

I was mistaken in believing that I could give anyone anything other than what I want for myself. Since I want to experience peace, love and forgiveness, these are the only gifts I would offer others. It is not charity on my part to offer forgiveness and love to others in place of attack; rather, offering love is the only way I can accept love for myself.

Today I will give to others only the gifts I want to accept for myself. Forgiveness is the key to happiness.

Whenever I see someone else as guilty, I'm reinforcing my own sense of guilt and unworthiness, I cannot forgive myself unless I'm willing to forgive others. It does not matter what I think anyone has done to me in the past or what I think I may have done. Only through forgiveness can my release from fear and guilt be complete.

Today I chose to let go of all my past misperceptions about myself and others. Instead, I will join with everyone and say, 'I see you and myself only in the light of true forgiveness.'

I am never upset for the reason I think. We all have the power to direct our minds to replace the feelings of being upset, depressed, and fearful with the inner feeling of peace. I am tempted to believe that I am upset because of what other people do or because of circumstances and events which seem beyond my control. I may experience being upset as some form of anger, jealousy, resentment, or depression. Actually, all of these feelings represent some form of fear that I am experiencing. When I recognize that, I always have the choice between being fearful or experiencing love by extending love to others. I need no longer be upset for any reason. I am determined to see things differently. Most of my life, I have acted as if I were a robot; responding to what other people said or did. Now I recognize that my responses are determined only by the decisions I make. I claim my freedom by exercising the power of my decision to see people and events with love instead of fear.

I recognize today that my attack thoughts about others are really directed against myself. When I believe that attacking others brings me something I want, let me remember that I always attack myself first. I do not wish to hurt myself again today. Throughout the day when you are tempted to hurt yourself through attack thoughts, say with determination, 'I want to experience peace of mind right now.' I happily let go of all attachments and choose peace of mind instead. I am not a victim of the world I see. What I see without is a reflection of what I have first seen within my own mind. I always project on to the world the thoughts, feelings, and attitudes which preoccupy me. I can see the world differently by changing my mind about what I see.

Throughout the day whenever you are tempted to see yourself as victimized, repeat, 'Only my loving thoughts are real. It is only these I would have in this situation or with this person.'

Today I will judge nothing that occurs. Today be willing not to make a condemning judgment against anyone you meet or even think about it. See everyone you meet or think of as either extending love or as being fearful and sending out a call for help which is a request for love. This instant is the only time there is. My preoccupation with the past and its projection into the future defeats my aim of present peace. The past is over and the future is yet to be. Peace cannot be found in the past or future but only in this instance. I am determined to live today without either past or future fantasies. I will remind myself, 'This instant is the only time there is.' The past is over; it can touch me not.

Fear and love; guilt and love cannot coexist. Only if I keep reliving the past in the future am I a slave to time. By forgiving and letting go of the past, I free myself of the painful burdens I have carried into the present. Now I can claim the opportunities for freedom in the present without my past distortions. It means a willingness to see only the light in others and not their lamp shade. Repeat to yourself whenever you feel that your peace is threatened by anything or anyone: I choose to see the unity of peace instead of the fragmentation of fear. I could see peace instead of this. I can elect to change all thoughts that hurt. I am determined today that all my thoughts be free from fear, guilt or condemnation; whether of myself or others. I am responsible for what I see. I choose the feelings I experience and I decide upon the goal I would achieve and everything that seems to happen to me I ask for and receive as I have asked. .... "Teach only love, for that is what your are!"

"Though we travel the world over to find the beautiful, we must carry it with us or we find it not."
-Ralph Waldo Emerson

MAKE THE MOST OF WHAT YOU HAVE

"Our responsibility, as individual cells of a living organism, is to perform our individual functions as well as possible. Our orders come from within; they are not imposed from without."

"We are free to be ourselves, as fully as we can; and the more we are ourselves, the better we will be functioning, and the more satisfaction we will feel. Our lives will grow richer and richer as the health of the total organism improves.
Our destiny is unimaginably high."
-Paul Williams"Das Energi"

Remember you are all unique and different. Some of you are tall, others short; some fat, some thin. What one thinks is handsome or pretty, another might find unattractive. Beauty is in the eye of the beholder. Each of you has your own kind of beauty and someone else will surely see it. Not everyone can be a model or have the perfect body, although TV would like us to believe that since commercials never show people who aren't perfect.

> **"Things turn out best for the people who**
> **make the best out of the way things turn out."**
> -Art Linkletter

Accept what you have, and make the most of it. You can do that with a new hairdo, getting your body in shape, and always taking care of personal hygiene. No one is attracted to someone who doesn't smell good or who looks dirty and untidy. Makeup, applied appropriately, can sometimes enhance a particular feature or help correct a small flaw. Too much makeup or improper application can look unnatural.

> **"Success lies not in being the best,**
> **But in being your best"**
> **"Everyone is a potential winner.**
> **Some people are disguised as**
> **losers. Don't let their appearances fool you."**
> - The One Minute Manager

PROJECT A POSITIVE SELF IMAGE

Having presence can add to your self-esteem and confidence also. Presence is a state of mind and appearance that suggests and reflects a positive image. It may include such things as body stature, eye contact, authority, concern, enthusiasm and conviction. Here's how you can project a positive image:

- ***If you sit or stand with good posture instead of slouching or slumping in your chair, you will project confidence.*** *You will look in control of your body and you won't look nervous - even if you are.*

- ***Always appear calm.*** *Don't show your anxiety. Nervousness is usually present when we are unprepared, feel inadequate, unattractive or uninteresting. To prevent this, make sure your appearance is always at its best. Have interesting things to say by being well-read or keeping up with the latest news-fads-movies.*

- ***Be aware of your speech and voice quality.*** *Proper enunciation and articulation are essential. Your voice levels should be strong but not loud and you should always speak with conviction.*

- ***Deal with people in a direct, straightforward and simple manner.***

> **"Pay attention; that's always good advice. It's amazing how much frustration can be avoided and how much joy and awareness gained just by paying attention, to yourself and the people and the world around you, wherever you may be.**
>
> **It's the greatest show on earth, and it's happening right here and now!**
>
> **The present is always more interesting than the future or the past."**
>
> -Paul Williams, "Das Energi"

BE PRESENT

Don't live in the past. It's gone! What you did yesterday has no bearing on what you can do today. Don't say, "I always did it this way" or "I never did that before." Just because you always did something a certain way, or never did it before, doesn't mean that today you can't do it differently. Forget old messages that were negative, particularly the ones you received as a child. Don't hold grudges or past hurts. Remember the past. That's what memories are for. But don't live in it or hold on to it. Tomorrow is still to come.

DO IT NOW

"This is the beginning of a New Day,
To use as I will
I can waste it or grow in its light
And be of service to others
But what I do with today is important
Because I have exchanged a day of my life for it.

When tomorrow comes,
today will be gone forever.
I hope I will not regret
the price I paid for it."
-Author Unknown

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"Heed not tomorrow. Heed not yesterday. The magic words of life are HERE AND NOW."

-W. REED

"Stop sitting there with your hands folded looking on, doing nothing: Get into the action and live this full and glorious life. NOW. You have to do it."

-Eileen Caddy

TIME IS PRECIOUS

If there's a deed you've left undone
Before the setting of the sun—
DO IT NOW!
If there are words you didn't speak
To soothe a hurt or boost the weak
DO IT NOW!
If you can make a sick friend well,
Or just a happy story tell,
DO IT NOW!
Time is precious every day—
Make it count in a selfless way.

—CATHERINE JANSSEN IRWIN

Be courageous about undertaking activities that you've been avoiding. The best medicine for anxiety is action. Take the first step. Start with those assignments that you are likely to succeed at. It is also important to recognize and respect your own limits, skills, energy, dedication and commitment. The only time you ever really have is **NOW.** Don't let a moment pass you by.

"Whatever you can, Begin it. Boldness has genius, power and magic in it. Begin it NOW."
- GOETHE

SAYING NO

When the right answer is **NO,** don't be afraid to say it. Be assertive. Don't allow yourself to be hooked into doing things that you don't really want to do. Here are some guidelines to help you learn to say no (when it is appropriate).

1. **START YOUR ANSWER WITH THE WORD "NO".** If you don't, you'll end up saying, "maybe" or "yes".

2. **SPEAK IN A FIRM VOICE.** If you say a whispered, hesitant "no", your words say one thing and your voice another. The other person will seize the chance to pounce.

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3. **KEEP YOUR ANSWER SHORT AND CLEAR.** If you start in with long explanations, you become apologetic or defensive and start giving in. Aim for clarity and honesty.

4. **DON'T LET YOUR ANXIETY KEEP YOU FROM SAYING "NO".** For example, you and your boyfriend have gotten very close and he's pressuring you to have sex. You know you're not ready, but he's really coming on strong. The proper dialogue might go like this:

Person #1: "I really want you and if you love me, you'll have sex with me.
Person #2: **NO**, I'm just not ready.
Person #1: But I really care for you.
Person #2: **NO**. And I don't want to continue this conversation. If you continue to push me or put pressure on me, I just can't see you anymore ."

NO!, I'm cool just the way I am, I don't need any drugs!
crack

Or a friend trying to convince you to try drugs. The dialogue might go like this:

Person #1: "Come on, try some of this_____. It'll make you feel really great
Person #2: NO, thanks. I already feel great without drugs, I don't need them to make me feel good.
Person #1: Come on, try it. You know I wouldn't give you anything that would hurt you.
Person #2: I'm sure you wouldn't intentionally, but I'm just not willing to try it. I'm not putting anything into my body that isn't good for it. Besides, drugs can ruin your life and, if you're caught, you could get into serious trouble. No, I'm just not going to try it...now or ever."

If you are not firm, you send the message, "I'm not really sure. I can be convinced." The example dialogue is honest, and honesty usually works.

5. **DON'T SEND DOUBLE MESSAGES. IF IT'S NO, IT'S NO.**
6. **YOU HAVE THE RIGHT TO SAY "NO".** You have the right to tell your brother you can't run an errand for him, a friend you can't afford to lend money, a door-to door salesman who gives you the *"Help Send Me To College Plea"* that you have enough magazine subscriptions. You also have the right to stick to your own time schedule-even though it differs from other people's. You can even say *"No"* to unreasonable requests on the job.
7. **PRACTICE.** Think of five unreasonable requests that have been made of you lately. Now think of how you could have said "No" in a better way-more firmly, directly, or honestly. Write down the answers you would like to have given.
8. **BE PREPARED.** It helps if you have various model ways to say "No" at your fingertips. Some that work are:
   "No, I'm just too committed. Much as I would like to, I won't accept..."
   "No, I have already done more than my share. Give someone else a chance..."

***"No,** I'm just not in the mood to do that today. I'd rather do such and such..."*
***"No,** I can't. I've already taken on something else that conflicts..."*
NO...NO...NO...

Remember, you don't have to say no immediately. If you don't know what your answer can or should be, you can ask for time to think. Because it's so hard to say no, this is a good technique to use. Also, remember to rehearse your "no" answer until you feel confident of your ability to say it.

9. **DON'T SAY "NO" WHEN THERE IS A VALID REASON TO SAY YES.** The art of saying no is not meant to spur selfishness. You have to take everything into consideration, including the feelings of the other person and your feelings for the person. It is a deliberate decision.
10. **DON'T SAY YES WHEN YOU WANT TO SAY "NO."** If you have problems saying **NO**, start saying it right now. For the next month, make it a point—when in doubt—to say **NO**. Say it to unreasonable requests from your friends and your brothers or sisters. You'll find it gets easier and easier.

And remember, you aren't alone in having trouble in this area. When 36-year-old Empress Farah Divah, wife of the Shah of Iran, was in the United States, she gave an interview in which she commented about her frantic pace in which she frequently campaigned for as many as four causes on the same day-ecology, women's rights, the arts and education. She said, "It's just not normal to jump around so much. It's tiring. When I get tired, I don't eat and I get depressed . . .I must learn to say NO."

Even Empresses have problems saying NO.

The National Institute on Alcohol Abuse and Alcoholism have some ideas of how to say NO. They seem pretty simple, but they work.

***** No thanks, If I drink I'll lose my privileges.**
***** No thanks, it's just not for me.**
***** No thanks, I have to drive home.**
***** No thanks, what else do you have?**
***** No thanks, I don't like the taste.**
***** No thanks, drinking makes me tired.**
***** No thanks, I'm in training.**
***** No thanks, I don't drink.**
***** No thanks, I 've got to study for a test tomorrow and I need a clear head.**
***** No thanks when I drink I usually end up embarrassing myself.**

TAKE TIME OFF

We all need time off, once in a while, to replenish worn out egos and tarnished self-images. There will be periods when you just need to stop what you're doing and go off by yourself. Too much pressure, too many deadlines or too many demands can make you feel overburdened. Find a place where you can be quiet and still, and stay there until the confusion in your head begins to calm. Allow yourself to engage in mindless activities. You won't be any good to yourself or anyone else if you're too mentally fatigued.

Take time to work, it is the price of success.
Take time to think, it is the source of power.
Take time to play, it is the secret to perpetual youth.
Take time to be friendly, it is the road to happiness.
Take time to dream, it is expanding your horizons.
Take time to love and be loved.
Take time to look around, the day is too short to be selfish.
Take time to laugh, it is the music of the soul.
-author unknown (adapted)

HAVE FUN

Don't take yourself too seriously all the time. Learn to laugh at yourself. Be silly sometimes. Laughter can be an incredibly potent medicine. When walls feel like they're closing in, sometimes a good laugh can make it all seem so silly.

All work and no play do make one dull. Find ways to have equal time to play and have fun. Maintaining good mental health and high self-esteem require a balance of work and play. Recreation and relaxation are just as important to the mind and body as food.

The body and mind can only be pushed so far. Both will tell you when you've gone too far by breaking down. Nervous breakdowns and physical ailments unfortunately are the way the mind and body tell you they've had enough.

"All work and no play
make Jack a dull boy!"

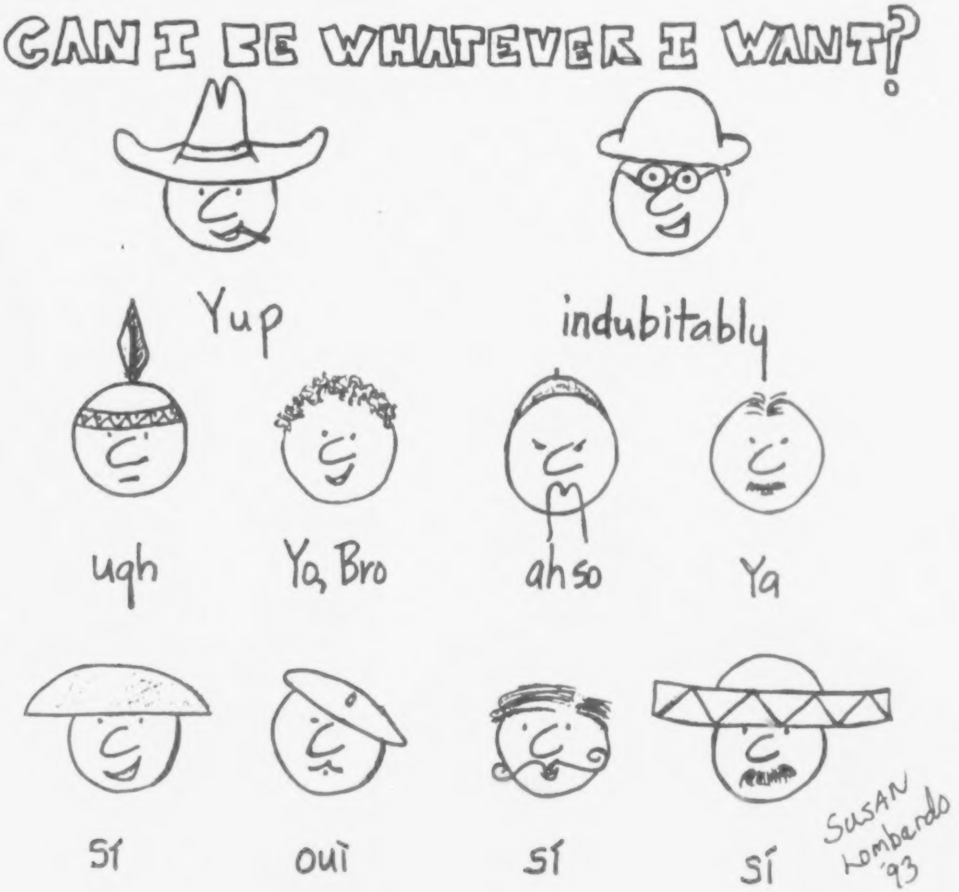
SELF-ESTEEM AND LOVE

We have looked at self-esteem and how it affects your life, but how does it affect your personal and intimate relationships? The fact is that if your first love affair is not with yourself and if you have little respect for who you are, you will have little to give. Unfortunately, when we're not feeling very good about ourselves, our need for love and attention is even stronger. We may think we are seeking a relationship, but what we're really trying to do is to find someone who can make us feel whole and important. We have this empty space where self-love should be and we look for someone else to fill it. Think of trying to inflate a paper bag with a hole in it. No amount of air is going to fill it. The same is true when you try to get someone else's love to fill your empty space. The space will continue to be there until you fill it with your own love.

> **"Love begins with yourself. The moment you can accept what you are, you awaken your capacity to receive love."**
> **-Yogi Amrit Desai**

When you expect another person to protect you, take care of you and make you feel good, you place a tremendous burden on that other person. Demanding that someone love you because you don't love yourself sets you up for even more rejection. When you turn to another for security, you give them power over you because they become the source for your feeling good. If that person leaves or doesn't live up to your expectations, that source of security is gone. And the empty space is still there. Most people don't want that power or responsibility and, eventually, they will leave you anyway and seek a more equitable relationship.

Part of maturing and growing up is the ability to right the things that are wrong with your life by yourself. The more you assert your ability to control your own life, the stronger you will become. And the only way you will ever be able to do that is by having a strong and healthy self-esteem.



CONCLUSION

You are in the end the only one responsible for your happiness. No one and nothing can give it to you. Use the steps outlined in this chapter—get to know yourself; build positive support systems, and care about your appearance, your environment and your attitude. Learn to be responsible for yourself; know how to say NO when you're being exploited, and learn to relax and have fun. Understand that everyone gets down now and then. Learn how to build yourself up again. And if you find you can't, ask for help quickly. Don't allow a passing painful experience or disappointment ruin your life or senselessly end it.There are so many opportunities for happiness; be sure you're available to meet them.

These seven steps by Dr. Dov Peretz Elkins can assist you in achieving and maintaining your self-esteem. Read it first thing every morning. It will serve to remind you that you are in charge of your life and that only you can make it work.

1) Affirm Yourself
   Assess inventory strengths; own, accept, let in positive qualities; get in the habit of self-validation.
2) Respect Yourself
   Recognize talents, abilities, competence; "I am capable; I can cope with life; I can face problems, challenges; I can achieve things, I am competent."
3) Love Yourself
   Be happy to spend time alone; rejoice in your "you-ness;" be glad you are you; see your own uniqueness, specialness; be thankful for who you are.
4) Accept Yourself
   Accept your mortality, weaknesses, inadequacies; as scientific objective observer, observe self; step outside self to see weaknesses - they are O.K.; I am imperfect and that's O.K; I can mess up, goof, and it's O.K.; I am a worthwhile person even when I make mistakes.
5) Trust Yourself
   Read signals of your organism; rely on your own intuition; go inside to find truth; don't look over your shoulder excessively to find answers from others; go with your instincts; let your inner voice guide you.
6) Show Yourself
   Disclose yourself; tell others about yourself—your fears, your weaknesses, your inadequacies—selectively; find out who you are through expressing yourself to others; be "up front;" trust others to really know you.
7) Stretch Yourself
   Be willing to change and grow; make growth decisions rather than defense decisions; risk, dare to be vulnerable; expand your boundaries; stretch your self-image; be open to feedback; try new behaviors, values, attitudes.

> "Love the world as your own self:
> then you can truly care for all things"
> -Lao Tzu

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SENTENCE COMPLETION ACTIVITY

Complete the following sentences by writing whatever comes to mind freely and spontaneously. Remember these are only **your** feelings, no one else's. You may want to spend some time thinking about your responses after you have completed this exercise. If you feel comfortable, share this exercise with your parents, it may help them to know you better.

One of the things I'd like people to know about me is:

Mother was always:

Father was always:

With Mother I often felt:

Mother often seemed to expect:

Father often seemed to expect:

What I wanted from Mother and didn't get was:

What I wanted from Father and didn't get was:

Mother speaks through my voice when I tell myself:

Father speaks through my voice when I tell myself:

Mother gave me a view of myself as:

Father gave me a a view of myself as:

It isn't easy for me to admit:

If I were willing to be vulnerable, I:

If I could be certain I wouldn't be laughed at, I:

If I could be certain I wouldn't be condemned, I:

Emotional security to me means:

If I didn't have to worry about my image, I:

If I could admit that sometimes I'm delicate or vulnerable, I:

If I could admit how much love I have locked up inside of me, I:

Sometimes I feel frustrated when:

Sometimes I feel happy when:

Sometimes when I'm happy, I:

One way I sometimes hide my happiness is:

One way my happiness comes out is:

If I ever fully admitted when I feel happy, I:

A better way to deal with my happiness might be:

If I allowed myself just to enjoy who I am, I:

One thing I wish people knew about me is:

If the child in me could speak, he or she might say:

If I could be sure no one would hurt me, I:

Ever since I was a child, I:

Mother often gave me the feeling that I:

Father often gave me the feeling that I:

Mother gave me the sense that love was:

Father gave me the sense that love was:

One unspoken message I got from Mother about love was:

One unspoken message I got from Father about love was:

One unspoken message I got from Mother about life was:

One unspoken message I got from Father about life was:

One unspoken message I got from Mother about me was:

One unspoken message I got from Father about me was:

One way I'm like Mother is:
(This item is for boys and girls.)

One way I'm like Father is:
(This item is for girls and boys.)

I am beginning to feel:

I 'm becoming aware that:

I 'm beginning to suspect:

Source: (This exercise is adapted from If you could hear what I cannot say, by Dr Nathaniel Branden, reprinted with permission by Bantam Books.)

WAY UP THERE

POEMS ON SELF ESTEEM

Thought: I am limited by my fears.
awareness: I cannot eliminate all my fears at once,
  but I can push them back, I can be braver,
  I can expand my universe.
thought: I want to love more, be loved more.
awareness: I must open my self, must be willing to take on
  greater commitment. The more involved I dare
  get, the more love I'll be able to share. I must
  work on my self-confidence. It is the self that
  loves, not the body, not the mind.
We must open ourselves.

-Paul Williams," Das Energi"

Take everything that is strong in you
and put it to work
set it free
never mind what anyone thinks
take all your muscles
and stretch them to their limits
you'll amaze yourself, how good you'll feel
and how much good you'll do
just by radiating pure energy outward
—contact high the ultimate form of communication—
you are beautiful
be be be!

-Paul Williams," Das Energi"

A MAN WHO THINKS HE CAN

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win, but think you can't,
It's almost a cinch you won't.
If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will.
It's all in the state of mind.
If you think you're outclassed, you are.
You've got to think high to rise.
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man,
But soon or late, the man who wins,
Is the man who thinks he can.

-Walter D. Wintle

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REVIEW QUESTIONS

Self-Esteem

1. What is your definition of self-esteem?
2. What factors are important in developing self-esteem?
3. Does your childhood history affect your self-esteem? How?
4. What are some ways parents can help children develop positive self-esteem? What are some ways parents discourage the development of self-esteem?
5. How do irrational beliefs affect your behavior and self-esteem?
6. What are some characteristics of people with high self-esteem?
7. Identify some famous people that appear to have high self-esteem.
8. Describe how believing you are going to fail affects your self-esteem.
9. What are some positive steps you can take to build self-esteem?
10. What are the different ways of looking at the self?
11. Describe how the real self is different from the perceived self.
12. Describe how you see your ideal self.

Stress

1. What is stress?
2. When and why does stress occur?
3. What is the difference between self-imposed and external stress? Give examples.
4. Identify some stressful events.
5. What can you do to avoid stress?

Depression

1. What is depression?
2. What are some symptoms of depression?
3. Is there a difference in the way men and women respond to depression?
4. Identify activities or behaviors that may relieve (mild) depression.

Suicide

1. Identify some feelings that people have when contemplating suicide.
2. What are some life crises that might cause someone to think about suicide?
3. What are some behavioral changes that might signal severe depression or suicidal thoughts?
4. Identify some potential prevention skills.

DISCUSSION QUESTIONS

Self-Esteem

1. What are some obstacles that keep you from achieving what you want?
2. Do social class differences affect the development of self-esteem? Is there any difference in the way a ghetto teenager and a well-to-do teenager develop self-esteem? Is it possible for both to have a strong self-esteem?
3. Describe two incidents where you felt your parents created obstacles in your quest for self-esteem. How could they have acted more constructively? Was there anything you could have done, in spite of them, to stay on course?
4. If you were a parent, what child-rearing practices would you use to help your children build healthy self-esteem? Would you rear your son differently than your daughter?
5. Are some of your present beliefs contrary to early parental messages?
6. Who are some people that you know who have achieved success in spite of handicaps?
7. Do you think we emphasize self-esteem too much or not enough in school?
8. Do the views and opinions of others affect your self-esteem?
9. Do you believe that the media affects the way some people perceive themselves? Do you think that the media helps to increase or decrease self-esteem? Why? Do you think the images portrayed by the media in commercial advertising are realistic?

Stress

1. What do you do when feeling stressed?
2. What physical symptoms do you notice when stressed?

Depression

1. What incidents, events or feelings cause you to feel depressed?
2. Have you ever been severely depressed? Did you have any physical symptoms? What did you do to relieve your depression?
3. How do you feel or respond when someone close to you (friend or relative) is depressed?
4. What do you do when you're down?
5. Are you frequently bothered by bouts of depression?
6. Is your mood or self-confidence lowered considerably when you feel rejected?
7. When feeling depressed, do you have a tendency to:
   Overeat? yes __ no __
   Oversleep or spend more time in bed? yes __ no __
   Feel sleepy or without energy? yes __ no __
   Isolate yourself from people? yes __ no __
8. Does your mood or energy level really lift if someone praises or admires you?
   yes __ no _
9. Can attention or interest from someone important to you restore your normal mood even temporarily when you are depressed?
   yes __ no __

10. When depressed or down in the dumps, do you increase your alcohol or drug consumption?
    yes __ no __
11. Have you used diet pills or stimulants to help improve or maintain your mood or energy level? yes __ no __
12. Do you avoid important activities or relationships for fear of being hurt or rejected?
    yes __ no __
13. When you encounter difficulties in life, do you usually feel others are to blame?
    yes __ no __

Suicide

1. Have you ever contemplated suicide? What were you feeling or thinking at the time?
2. Have you ever attempted suicide? (If comfortable, share your story with the class.)
3. Do you think most people think about suicide at some time in their lives?
4. Do you know anyone who has committed suicide? How did you feel about it?
5. What can you do to make yourself feel better when you're really feeling low?

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Quotations and Poems

Das Energi, © 1971 by Paul Williams, Warner Books, Inc. (reprinted with permission).

TEACHER ACTIVITIES: SELF ESTEEM

1. Stand at the door to your classroom and greet each student by name. Start first with a handshake or a pat on the back. Then if you can begin to embrace or hug students as they come in. Do the same when they are leaving the class. Try to always use students' names when addressing them. It feels good to be recognized and personally greeted and it will make students feel important. And they are, so let them know it as often as possible. (Source: adapted from the work of Gail Dusa, California Teacher)
2. Have students begin each day with positive affirmations. Have them say something positive about themselves. Also tell them that they should make a positive statement about each of their subjects before they start that period even if they don't believe it or feel that way. (e.g. I love math...english...reading, etc and I am going to enjoy learning about it today.)
   (Source:Adapted from Jack Canfield, Co-author l00 Ways to Enhance Self Concept In the Classroom)
3. At the very beginning of the school year, pair up students and ask them to interview each other. They are to find out as much as they can about each other each taking about 60 seconds. Ask them also to share either three important facts about themselves or three positive characteristics that they have. Then have each introduce the other to the class sharing what they have learned.
4. **SHARING AND CARING CIRCLE**: *Objective: to help students to understand that they have options and alternatives when confronted with difficult problems and to teach them problem solving skills.*
   This activity should be conducted at least twice a week or whenever a student is faced with a seemingly unresolvable problem. This can be done with all students or by breaking into groups of students and having each group sit in a circle. Each circle should have at least eight (8) students. Identify student(s) who are willing to share with the group a particular problem of issue that is troubling them. Have one student at a time state the issue briefly and clearly — always using "I" statements. Then ask each student in the circle to tell the identified student what he or she would do if faced with the same problem or troubled over similar feelings—giving each student the opportunity to help problem solve. Each person in the group should respond with "*If this were my problem, I would* ______________." After each possible solution, have the identified student repeat (paraphrase) each suggestion to be sure that he/she heard exactly what the other student said. Continue this until each student who wishes to make a suggestion has had a turn. (Students may pass if they have no suggestion or feel uncomfortable with the activity.). When all suggestions have been made, ask the identified student to summarize all the things that he or she has some new ideas to try out in solving the problem. Conclude by asking the student what he/she intends to do now that possible alternatives for problem solving have been offered.
   This exercise should take approximately 5-l0 minutes, but be flexible if a student is really struggling with a problem. Be sure to state clearly before beginning that no one is to criticize, judge or make fun of the student's problem.
5. **PEER FACILITATORS/BUDDY SYSTEM** Objective: *To help students to develop support systems.*

After the first few weeks of class, students can be asked to find a "buddy" or partner to work with. These buddies or partners are support systems for students and should help to establish a link or connection with another person. Whenever either has a problem, a concern, needs help, feels low, or just feels like talking a buddy is available. If possible buddies should exchange home phone numbers and should be available for at least five minutes a day. They may keep the same partner for the whole year or change more often if they want or if there is a personality conflict. Teachers should make sure that no one is left out, but students do not have to participate. This activity can help them: l) feel needed—many feel isolated and alone because they may not have other support systems at home or with friends; 2)learn to cope more effectively; 3) learn about friendship and trust; 4) problem solve (each partnership can utilize the "sharing and caring" circle technique.)

6. Every morning have students take a self-esteem check. Ask students how they are feeling about themselves on a scale of l to 10. As you ask how many are a 1, a 2 and on up to 10, have them raise their hands when you get to their own rating. Though everyone will know each other's rating, you must be careful not to embarrass anyone. Ask if anyone with a rating under 5 would like to tell the class why they are feeling low so that maybe they can help that student to feel better. (Never call out students' names, let them volunteer.) If someone is willing, then ask that student if they would be willing to participate in a *sharing caring* circle to see if the students can help him/her handle the problem or their feelings better. or can help to raise self-esteem level. (Source: Jack Canfield)
7. In dyads, have students A take a turn asking students B "*What 's terrific about you* ?" Students B should answer with anything they think is positive about themselves including things they do well, or things they like about their appearance and if they can't think of anything, they should raise both hands and say, "*Everything* ". Students A should continue asking for 60 seconds and then switch roles with students B and repeat the exercise.
   (Source: Jack Canfield)
8. Each day allow one student to be the center of attention. Have class recognize the student with applause and then have them give the student a standing ovation. It will make them feel like a star and that feels great. (Source: adapted from Jack Canfield)
9. Have students turn to person next to him/her and take 60 seconds and tell all the good things they have done that day.
10. Have students turn to person next to him/her and say, *"Hi I'm ____, I am a worthwhile and important person and who I am makes a difference."*
11. Have students:
    1) ask friends to write a brief description of how they see or perceive them,
    2) write a brief description of how they see themselves,
    3) compare and discuss them either out loud or individually with a friend.
12. Form small groups and have students roles play areas and issues that create emotional discomfort—have them act out their feelings (e.g. meeting someone new, saying NO to a friend.)
13. There are a number of variations of exercises that can help students to learn to say NO. Here are two:
    1) Have students practice saying NO by turning to a partner and and taking turns saying NO in as many ways as possible using different tones, voice levels, and

gestures. Tell them they can start out softly, then with more assertiveness and finally saying it as loud as they can. (Be sure your classroom door is shut before starting this activity!)

2) Have students get up and walk around the room approaching each of their classmates one a time with a request for anything (i.e. something they really want or even something far-fetched; e.g. "*Would you lend me some money to get to work? If I don't get there on time I'll lose my job!", "Would you help me with my homework?* cr *"Can you give me a ride to visit my girlfriend"?, etc*) Student asking can be persistent and can try to change the mind of the person they are approaching. Instruct students to say NO—no matter what the request even if they want to say yes or feel bad saying NO. Be sure that students have the opportunity to approach everyone in the class.' (Source: Jack Canfield)

14. Begin classes by asking students to respond to one of the following statements or questions. Start each class with a different statement. You may want to use a number of different questions or sentences during one class period. Be sure each student has the opportunity to respond. The responses are not to be discusses or challenged. Students may pass on this activity as they may at any time, if they are not comfortable responding).

Suggested questions (Feel free to add your own):

1. *How do I see myself or feel about myself?*
2. *Who am I?*
3. *How do my friends see or feel about me?*
4. *How do my teachers see or feel about me?*
5. *How do my parents see or feel about me?*
6. *Do I know my own feelings?*
7. *Do I know how other people feel?*
8. *What is really important to me?*
9. *Do I want other people to think just like me?*
10. *What three words would you use to describe yourself?*
11. *Suppose you have just done something very special. What was it?*
12. *If you could be any person in the world, past or present, who would you be?*
13. *If you could be any place in the world right now, where would you want to be?*
14. *If I were your student, what would you teach me?*
15. *What are you most afraid of?*
16. *If your house was on fire and you could save one thing, what would it be?*
17. *If your best friend came to you with a problem, what would you do?*
18. *Name three things you would take with you to a desert island.*
19. *Who is one person you know who seems to have it more together than you? What can you borrow from this person's life?*
20. *How did you handle a recent argument?*
21. *What is one thing you hope your younger sister or brother will not have to go through?*
22. *What are you proud of that has to do with school?*
23. *What have you done for an older person who needed your help?*

15. Or have students complete the following sentences:

1. *When I first wake up in the morning, I........*

2. The one thing in the world I would change is.......
3. I believe strongly in.......
4. I changed my mind about.......
5. I worry about.......
6. A new skill I learned within the last month or year is.......
7. If I had to move in two weeks, I would.......
8. What I like best about myself is.......
9. My mother always.......
10. The thing that's hardest for girls is.......
11. The thing that's hardest for boys is.......
12. I am best at.......
13. My parents are usually.......
14. Having friends is important to me because.......
15. People can hurt my feelings most by.......
16. I get angry when.......
17. When someone hurts me, I.......
18. I used to be.......
19. It makes me uncomfortable when.......
20. The best thing that can happen to me this week is.......
21. The best thing that happened to me last week was.......
22. The worst thing that can happen to me this week is.......
23. The worst thing that happened to me last week was.......
24. People upset me most when they.......
25. Three things I like to do are.......
26. What I like people to say about me.......
27. Something I do well is.......
28. Someone important to me.......
29. If I could be a boy for a day, I would.....(for girls only)
30. If I could be a girl for a day, I would......(for boys only)
31. I am proud of ....
32. When I was little, one of my favorite toys was.......
33. When I was little, I liked to.......
34. I hated eating.......
35. I liked eating.......
36. The earliest playmate I can remember is.......
37. The happiest thing I can remember is.......
38. The saddest thing I can remember is.......
39. The scariest thing I can remember is.......
40. My favorite place to be was.......
41. My favorite story was.......
42. The best present I can remember is.......
43. I was most embarrassed when.......
44. The hardest thing I learned to do was.......
45. My greatest wish is.......
46. I used to be called......

16. Ask students to think about a recent experience when they learned something new about themselves. Then have them complete a sentence beginning with: "I

learned..., I discovered..., I am aware of..." Have them focus on themselves, not on what they learned about another person.

17. Have students describe a recent event or situation that affected their self-esteem. If they were negative, ask how they could have turned that situation into a positive experience.
18. Have students make lists of situations in which they feel uncomfortable.
19. Have students make lists of people around whom they feel uncomfortable.
20. **HOT SEAT**

    Use discretion with this one. Students do not have to participate in this activity, it is purely voluntary. Also, it might be helpful if the teacher was willing to take the *Hot Seat* first. One at a time, have students volunteer to come to the front of the room, write his or her name on the board and sit in a designated seat for about one minute. Have the rest of the students write on slips of paper (without putting their names on them): 1)their impressions of that person, 2) a compliment they would like to give, or 3)something they have been wanting to say to that person. Collect the slips and give them to the student. The student does not have to share the contents with anyone. The following day, *Hot Seat* students can express their reactions to what was written, but only if they want to. *(Source: Marilyn Flick)*
21. Have students sit in groups of three. One should be seated in the middle with the other two on both sides. The two students on the outside should each be sitting next to the third student as if they were going to whisper in his or her ear, which is exactly what you are going to ask them to do. Tell the students that they are going to whisper compliments into the ear of the student in the center for about 20 seconds. They can both whisper at the same time. Have the students switch places until all three have had a chance to be in the center. Tell them to start each statement with "You are...." You might want to do this at the end of each class with different groups of children. This is a magical exercise because you will see their faces light up within seconds and the glow remains. Putting some examples on the board can help get things started. Some are:

    beautiful
    smart
    able
    helpful

    understanding
    creative
    talented
    lovable

    friendly
    thoughtful
    handsome
    attractive

22. Have each student discuss a recent accomplishment. Then have each describe a past failure experienced in trying to attain something. Ask what was learned by both successes and failures and what each would do differently the next time around.
23. Have students make a list of people whom they most admire. These people can be famous, family members, or significant others. Have them identify the qualities that they admire and respect so much. Discuss why they feel as they do.
24. Have students write brief essays describing their fantasy careers. These essays can describe careers they really want to pursue or something they would plan to pursue if they had the right opportunities. Have them analyze their fantasies and discuss what—if anything—would stand in the way of their reaching these goals.
25. Have students write about or discuss a fictitional character that they have seen on TV or read about who either lost or improved his or her self-esteem. Have them

describe the circumstances that caused the change. (e.g. Scrooge)

26. Have students write a brief personal profile. It should include a physical description, activities they enjoy, number of friends, descriptions of relationships, and any skills or flaws they see in themselves. Then have them write profiles of the people they would like to be.
27. Divide students into small groups or utilize the already established "groups" who are working together on various assignments for this project. Assign selected relative and timely topics for each group to research. (e.g. substance away, runaways, homeless youth, abuse and neglected children, suicide, crime, or teen pregnancy, alcoholic or drug abusing parents, etc.) Have groups explore all the community resources that are available related to their specific topic. Then ask them to report their findings to the class orally and then have them compile these resources into a "book" or "pamphlet" that students can have on hand if they should encounter such a problem or if they know someone else who is having difficulty. This material could then be shared with all the students in the school.
28. **RAP ROOMS:**Working with the preconceived notion that students who have been introduced to this material will have stronger communication and coping skills then students who have not been exposed to it, try to arrange with the principal or guidance counselors to set up a"rap" room where other students can come to rap with various students from your class for a few minutes every day. This concept is similar to a peer counseling program, but not as structured. Nor would these students be giving counseling or advice about their specific problem. They would simply be there to listen, observe and possibly make recommendations as to whom or where the troubled student might go to talk.
29. **THE LEMON GAME:** Objective - *to demonstrate to students that each person is unique in his or her own way, even if on the surface they seem alike; and to show them how often people tend to stereotype a group of people without recognizing and respecting their differences. (e.g. meeting one black person and deciding that all blacks are the same as that person)*
   Give each student a lemon and ask them to look closely at the way it looks and to rub their fingers across it to see the way it feels. Then have them trade lemons with a partner and try to determine whether all lemons are alike or whether each one has some specific uniqueness. The point that you want to get across is that if we take the time to get to know people without first stereotyping them, we can appreciate each individual as they are.
30. Have students keep a journal of important events in their lives, important discussions they have with families or friends; things that happen that either make them feel good and raise their self-esteem or make them feel bad and reduce their self-esteem, and include what they felt as a result of that experience. They may make entries daily, weekly or as often as they wish. Tell them that this is their personal journal and that no one will see it unless they want to share it with their classmates or families.
31. Have each student write a brief essay with the theme "*What I like Best About Me.*" Include the following:
    1) *What are my best personality and character points?*
    2) *How can I use these good points to help me succeed?*
    3) *Will it take a lot of effort to use these qualities to help me succeed?*

4) Is it worth it for me to really try?

32. Have students form small groups and discuss experiences they had when they were very young. Have them list things that people around them did to encourage them to achieve, and on a second list things people did to discourage them.

33. Ask students to write brief essays giving a general description of the personalities of their fathers, mothers, brothers, or sisters. If they don't have siblings, ask them to describe friends. Remember to tell them that they do not have to write anything too personal.

34. Ask students to think about what they want to be and have when they grow up. Have them write brief essays describing what they think their most important goals are now.

35. Have students research and report to the class on anyone (a famous artist, actor, musician) who has had to struggle to reach his or her goal. Have students design or create their own works of art, portraying their own desires to achieve. Have students explain any factors that they see that might possibly keep them from reaching their goals and describe how they might overcome these obstacles. (Adapted from material collected by J. Russell and D. Peck, Palm Beach Co. Schools, Florida)

36 Have students identify different sayings that express angry feelings, such as:

I'm furious
burning up
seeing red
ready to blow up
I'm so angry I could scream
I'm so angry I can't see straight
I flew into a rage
have a short fuse
went crazy
blew my cool
ready to explode
I'm fed up
seething
blind with rage
I'm boiling inside
It drove me up the wall
I've had it

37. **PERSONALITY LINEUP**

Ask each student to bring a magazine picture to class illustrating his or her personality and not to show the picture to anyone. (A quiet student might pick a picture of a slow rambling stream on an early morning; a tomboy might choose a picture of a Raggedy Ann doll; etc.) Attach all the girls' pictures along a wall about two feel apart and seven feet from the floor. Ask a boy to volunteer to place each girl under a picture that he feels matches her personality. Another volunteer (a girl) next places all the boys under matching pictures. Ask each person to notice the matchups. Then ask everyone who is not under his or her own picture to sit down. Have another volunteer try to place all the girls that have taken their seats and another volunteer to place all the seated boys, and so on. Repeat the process until each person is under the picture he or she brought. Debrief. ave a discussion about how each of us are perceived by others. On what were the match-up decisions based? Did the pictures truly match the people? Why did each person choose the picture he or she did? What did students learn about their classmates? (Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

38. **PERSONALITY COLLAGE**

Divide the class into two groups. Assign partners and ask them to trace one another's outlines on pieces of butcher paper that are long enough for each student

to lie down on. After students have cut the outlines, ask them to fill out one side of the form by pasting on pictures that depict their own personalities. Partners then exchange outlines and each partner then cuts out pictures and fills the other side of the frame with images he or she feels depict the partner's personality. Compare the two sides.
(Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K Smuin.)

39. **GIVING HONEST PRAISE**
Form groups of six students each. Each group makes a very tight circle, with one person in the middle. Remaining absolutely stiff, the person in the middle allows him/herself to fall into the arms of those in the circle who gently pass him or her around the circle. The person in the middle keeps eyes closed and legs stiff, rotating on the heels. Repeat until each student has been in the middle. Debrief. Did students feel secure? Did they feel people cared about their safety? Did they like or dislike the sensations they experienced?

40. **PASSING PEOPLE IN THE CIRCLE**
Ask each student to take a turn in the middle, shaking hands with each person in the circle and saying something positive to each person, such as "I respect you because...., I feel strongly about you because...., I like you because..." and so on. Once students take this exercise seriously, the outcome is deeply rewarding. Stay in tight circles and debrief. How did students react? Whom did they feel close to? Why? Did they like what people said to them? Were they surprised?
(Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

41. **PRESSURE: SHOULD AND WANT**
Have students make a list of ten items that begin "I should......" Have them mark the items in the list that they would also like to include in a list of items that begin "I want..." Debrief. Discuss why pressures exist to do certain things. Where does the pressure come from? Is the pressure helpful? Why or why not? How much of the pressure arises because you want to accomplish the item and how much of the pressure arises because someone else wants you to? (Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

42. **A PICTURE OF MY PERSONALITY**
Ask each student to bring in magazine picture depicting his or her personality. With the class sitting in a circle, each student explains why the picture shows his or her personality.
(Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

43. **MEDITATION ON ME**
This strategy will help students focus on aspects of their personality as expressed in their language. In it, they are asked to think about themselves, make a self-description, clarify their own self-images, and determine what in that image they most value. Before the activity, see that each student has eight small pieces of paper. Students should close their eyes, become comfortable, and let their minds play with words and phrases that describe themselves. Allow at least five minutes of quiet for this to happen. As in many of the experiences described here, the teacher should be a participant in this activity. When the group seems finished,

have them open their eyes and write on eight pieces of paper the words and phrases that came to mind during the meditation. Tell them that no one will see them unless they want to share them. After the eight papers are filled, have students arrange them in order, putting the one they like best in the first position and the one they like least in the last. The other six should be ranked according to the degree of happiness or satisfaction they give. Then have the students spend some time with the word or phrase on each sheet of paper, fantasizing about it or recalling experiences they associate with the word. Allow them to take as much time as they want with each word. Then encourage them to do whatever they want with each piece of paper: throw it away; change it; give it to someone; or write on it. If the group is capable, they can share feelings they had during the experience or complete a written evaluation. An activity like this would be far less effective if performed out of context or used just to kill time. It is most effective if performed in the context of a group or class where self-knowledge is recognized as a valid or deserved class activity. (Source: Teaching Human Beings: 101 Subversive Activities for the Classroom Copyright 1972 by Jeffrey Shrank.)

44. **WHOM DO YOU RESPECT?**
Join the class in this exercise. Draw a ladder with ten rungs on it. On the top rung , put the name of the person you would most prefer to be like. List five qualities of the person named on the top rung. Debrief. Whose name was on the top rung? Why?

45. **COMMITMENT TO CHANGE (See chart at end of SE activities)**
Have each student list ten things he/she doesn't like about him/herself. Have them circle those that could be very hard to change. Have them write a plan for changing the items they want to change using the chart. Debrief: Did they realize that most things they didn't like could be changed?

46. **CLOTHING AND PERSONALITY**
Use discretion with this activity. Decide if it is appropriate for your class. Divide the class into groups of four. Give each student sheets of paper that have the following information:

Name: ____

Make notes about what each says about a person:
1. Shirt or blouse:________________________________
2. Pants, dress, shorts:____________________________
3. Sweater, jackets:_______________________________
4. Jewelry:______________________________________
5. Hairstyle:_____________________________________
6. Shoes: _______________________________________

47. Students write their own names on each sheet of paper and pass the blank sheets out to each member of the small group. Students complete the forms and return them to their owners. When all sheet have been returned, each student writes a paragraph describing how he or she is being seen by others, and several paragraphs about what he or she feels clothes have to say about a person. (Source: Adapted from Values Clarification: A Handbook of Strategies for Teachers and Students by S. Simon, L. Howe, & H. Kirschenbaum, Copyright1972, Hart Publishing)

48. **MAGIC SHOP**
Explain sincerely to students that you once worked in a very unusual magic shop in some other state. The magic shop was unusual because in it you could buy such things as happiness, self-confidence, motivation, beauty, athletic ability, etc. This shop was also unique because the customers paid no cash for their purchases. They paid by giving something of themselves to the shop. A customer might, for example, order ten percent more beauty; the shopkeeper might ask for five percent of that person's intelligence and fifteen percent of his or her smile. Tell them that today, the magic shop is open right here in the classroom. Ask the students what they want to purchase and what they would be willing to give up. If they don't know what to give up, tell them that you will make them an offer; and that you will decide whether the deal is a good one. At the end of each deal say, "Now you have __ percent more_____ ." Allow everyone who wants to buy some- thing to do so. Next, have people buy something else in the group. Finally, explain that the shop is having a sale and students can buy something for anyone (and they don't have to reveal who it is for) without giving anything up. Debrief. Does the magic shop exist? Did everyone actually get what they purchased? Did some of the deals make some people uncomfortable? Did the students not want some of the people to give up what they were giving up? Slowly, it should occur to the students (with your help) that the magic shop exists in everyone, and that they can have most of the things they wished for if they go after them.

49. **WHAT DO I SEE IN THE MIRROR?**
Divide the class into pairs. Give each pair a mirror. One partner looks into the mirror and describes what he or she sees, while the other student listens. Then the partners reverse roles. All return to the large group. Each listener describes the reaction of the viewing partner. Debrief. Were the viewers comfortable? Could they be honest? Did they laugh to be comfortable? Did they really stare into the mirror? Did they like what they saw? (Source: Turn Ons—Strategies for the Secondary Classroom, Stephen K. Smuin.)

50. **WHAT AM I?**
Students write down three things that they are, for example, honor student, musician, class president, sister, poet. Discuss the lists with the group. Allow time for students to question one another. (Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

51. **DEVELOPING MY PERSONALITY**
Periodically during the year, have students develop lists of objectives or things to do. Suggested topics: people they like, people they hate, places they would like to visit, things they would like to learn, things they would like to touch, traits they would like to eliminate from their personalities, and so on. Have students share parts of their lists with the group. Have them keep track of their lists and accomplishments in journals.

52. Have a classroom discussion on whether students would rather: 1) Do something for someone else; 2) Have someone else do something for them. Tell about recent times when each of these happened to them.

53. Have students write about "*What Success Means to Me,*" including the five best successes of their lives. Hold a class discussion asking each student to describe one of their successes.

54. Have students write about "*Do you Consider Yourself a Responsible Person?*" In

the essay, have the students explain why or why not.

55. Have students write an essay about anxiety answering the following questions: 1) What do you worry about the most? 2.) What are the causes of your worries? 3) Can any of your worries be eliminated? 4) Which of them might you deal with first? 5) How do you decide? 6) Are there any people who have your same problem? 7) How can you find out?
56. Have students write an essay on how they deal with feeling low or depression. What factors bring on these feelings?
57. Hold a discussion about the topic of stress. Discuss what stress means to each individual, how each responds physically, and emotionally. What do they do to alleviate the stress in their lives?
58. Have students put their names on a piece of paper vertically. Then ask them to list some of their positive qualities using the letters of their name. For example, a girl with the name Beth could come up with the following descriptors:
    Beautiful,
    Eager,
    Thoughtful,
    Happy
59. Have students listen to the song The Greatest Love of All by Whitney Houston. Discuss what they think is the meaning to the song and how they feel when they hear it.
60. **MIRROR IMAGE CHART (See chart at end of SE activities)** *Objective: To examine how people see each other and how this affects self-esteem.* Have students write five words to describe themselves on the back of a piece of paper. Then have students ask four people (friends, siblings, parents, relatives) to list five words that describe them. After reviewing the comments of the others, ask students to complete the sentences on the mirror image chart. Students in class may share what they learned about themselves with a partner, their buddy or if willing with the class. If they receive negative feedback, you will need to help them turn those responses into a positive exercise. For example, one way is for students to say "*I can accept it and do something about it*" or "*I can accept it as someone else's opinion and not my own, therefore it is not necessarily true.*" **Note:** This is a sensitive exercise that will take your help and input to keep it on a positive course. (Source: Adapted from Family Life Education Program Development Project)
61. **PERSONAL COAT OF ARMS (See chart at end of SE activities)** *Objective: To allow students to be able through oral and written skills to express themselves and to better understand their values and the importance of values in their lives.* Briefly explain the background of the coat of arms as follows: It is a symbol of who a person is. In medieval times, it was embroidered on the light garment worn over armor and usually symbolized the name or status of the bearer or his/her achievement or aspiration. Coats of arms came to distinguish families, as well as individuals. Have students draw in pictures or symbols for each of the six (6) question asked on the chart. Afterwards, divide students into small groups and have them share with one another (5 minutes) those areas on their coat of arms with which they are comfortable. Then bring them back into a larger circle and ask the following questions:
    1. *How did it feel to talk about yourself?*

2. *Did you learn anything new about yourself?*
3. *Did others in the group have similar responses or feelings?*
4. *What areas need to be improved upon and what are some ways for students to change particular behavior patterns?*

(Source: Values Clarification, Sid Simon)

62. **GUIDED IMAGERY**

Follow instructions for guided imagery exercises. After you have them in a relaxed state begin this oration. Have them pretend that there is a zipper running from their toes up the front of their bodies and down the back to their heels. Tell them to unzip their bodies and remove their brains, heart, ears, eyes, mouth and place them on a table in front of them. Now tell them to imagine that they have a water hose and that they are going to carefully wash these body parts so that they wash away all negative thoughts, feelings or behaviors.

Begin with the **brain** - Wash it all over so you can think more clearly; remove any of the unpleasant memories you may have that keep you from being positive and loving; and remove any negative thoughts that you have about certain people in your life; Remove all phrases like *"I can't", " I should be...better...smarter,* etc.", " *I'm bad ...wrong... dumb...,"* etc. Replace all the negative thoughts with positive ones such as: *"I am a kind and loving person.", "I am okay just the way I am".* , " *Whatever I do, I always do the best I can." "Who I am makes a difference."*

Now wash your **eyes** so that from now on they see only beauty and goodness and no longer see the bad in people.

Now go to your **ears** and wash them so clean that you no longer hear people in negative ways. You will now understand that when someone says something negative or unkind, you will know that they are hurting and are probably in pain themselves and because of that they don't know how to say things. Now you will be able to comfort them or just listen to them.

Next you are going to wash your **mouth** so clean that nothing but good, positive, and caring statements come out. No longer will bad words, screaming or yelling come out of your mouth. The words that come out will be kind, warm and spoken softly.

And finally wash your **heart** so clean that from now on with every beat, it feels only love, kindness and warm feelings for all those people that you know and for all those people that you meet.

When you are sure that your brain, your ears, eyes, mouth and heart are very clean and no longer feel, hear or see any negative feelings, very gently pick them up and put them back in your head and zip the zipper up and close it. Keep your eyes closed for a little longer and when you are ready, open them up and sit quietly in the room. Debrief. Ask if anyone wants to tell what they were feeling as they were going through the process or how they are feeling now that it is over.

63. **UNDERSTANDING PREJUDICE:** *OBJECTIVE-To help students understand how discrimination works and what it feels like to be discriminated against.* Divide class into several groups, assigning each group a color that will represent them. (e.g. the reds, blues and greens) Get permission from your principal or supervisor because this activity is conducted in places other than just the classroom. For one day hang signs on water fountains, restrooms, possibly the library or cafeteria and other public places that the students usually frequent that say, "*Red Only*" or "*No blues or greens*". For that entire day, the blue and green groups are not permitted to use any

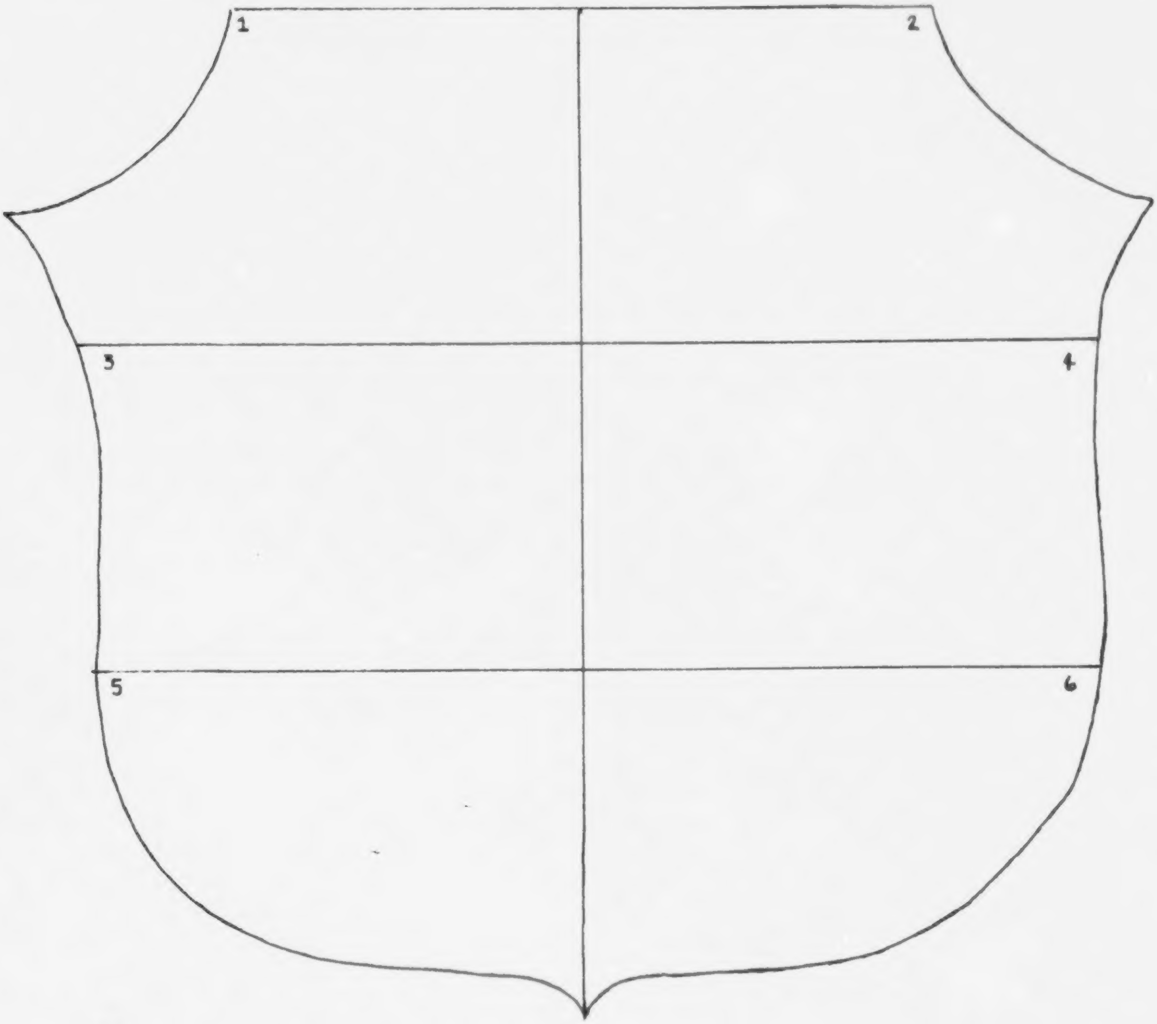
facility with such a sign. You might also instruct the other students within the class not to talk to the reds that day. The next day, change the signs so that eventually each group has been exposed to specific discrimination and each has felt the discomfort and hurt that goes along with it when people simply judge you because of your color. At the end of the activity, spend some time discussing what it was like for each of the groups and for each student individually. You might also have students write a brief essay describing their experience.

64. **PREJUDICE/DISCRIMINATION:** *OBJECTIVE: To demonstrate what happens when we discriminate or judge someone based on unreasonable prejudices.* Ask for a volunteer for this activity and have he/she leave the room while you give instructions to the rest of the class. Tell the volunteer that you will come and get him/her and explain the role in a moment. Have the other students form a tightly bound circle—arm in arm—so that anyone who tries to get in the inner circle or "cliche" is locked out. The group is simply told that someone that they do not want around—someone they do not like because of their racial or ethnic background—is going to try and get in their circle and they are not to let him or her in no matter what. Tell them when the student enters, they are to be make the student feel that uninvited, disliked and unwanted by their comments. The "outsider" is simply instructed to try and get into the circle.

Be sure to tell the students that there will be no violence, though it may get a little physical. (You may want to suggest that they remove their glasses, if they're wearing any.) Do not let it go on for more than ten minutes. Stop when either the ten minutes are up or the student has either broken into the circle or gives up. (Use your discretion if you feel the exercise is getting out of line.) Stop and ask the group to remain standing and process the interaction. Ask first how the "outsider" felt being on the outside. Ask what the struggle felt like. Then ask the participants how they felt keeping someone out simply based on a prejudice they had. Allow everyone who wishes to ventilate their feelings before stopping the exercise.

YOUR PERSONAL COAT-OF-ARMS

1. In section one, draw two pictures, one to represent something you are very good at and one to show something at which you want to become better.
2. In section two draw a picture to show one of your values about which you feel very strongly and which you might never give up.
3. In section three draw a picture to show a value by which your family lives. This should be one about which everyone in your family would probably agree.
4. In section four draw what you regard as your greatest personal achievement to date.
5. In section five draw what you consider your family's greatest personal achievement to date.
6. In section six draw one thing other people can do to make you happy.



COMMITMENT TO CHANGE

Characteristics	Desirable	Undesirable	Cannot be Changed	Can be Changed	Want to Change	Commitment to Change
Physical						
Intellectual						
Social						
Emotional						
Enviromental						

(Source: J. Houghton, C. Rembold, "Kids Helping Kids: A Peer Counseling Training Program)

MIRROR IMAGE CHART

Spouse/Partner/Friend	Child or Friend or Fellow Teacher
I learned that I… I discovered that I… I was surprised that I… I was displeased that I…	Child or Friend or Parent
*Source: Family Life Education Program Development Project	Other Family Member

COMMUNICATION

LEARNING OBJECTIVES

Study of the chapter should enable students to:

- Explain the process of communication.
- Explain what verbal communication is.
- Explain what non-verbal communication is.
- Illustrate various non-verbal communications.
- Illustrate cultural differences in communicating.
- Explain gender differences in communicating.
- Identify and describe different styles of communication.
- Explain and illustrate the difference between constructive and destructive communication.
- Describe some of the ways to constructively communicate.
- Illustrate the use of "I" statements.
- Describe ways of criticizing constructively.
- List and explain some roadblocks to communication.
- Identify and illustrate some of the skills of an active listener.

"Work It Out--Talk It Out"

Did you ever feel so hurt and so alone?
Did you ever feel like ev'rything is closing in on you?
Did you ever get so mad that there's a pain inside your heart?
Oh you want to feel much better there's so many ways to start?

Work it out, talk it out.
Let someone know what's goin' on inside of you.
No matter how you feel or what you're going through,
It's okay, let's work it out, let's talk it out.

Did you ever feel like yellin' at a friend?
Did you ever feel like screaming out as loud as you can?
Did you ever feel like cryin'—want to run away and hide?
These feelings won't get better if you keep them all inside.

Work it out, talk it out.
Let someone know what's goin' on inside of you.
No matter how you feel or what you're going through,
It's okay, let's work it out, let's talk it out.

No matter how you feel or what you're going through
It's okay, let's work it out, let's talk it out.

Words by: Jeff Vilinsky

If you want a copy of the sheet music or video tape, contact the Institute of Mental Health Initiatives, 4545 42nd Street, NW, Washington, DC 20016; (301) 364-7111 (IMHI also conducts anger management workshops for teachers, counselors and youth leaders.)

Communication

About ninety percent of our waking hours are spent communicating with one another. Yet it is surprising how few of us know how to effectively and constructively get our message across.

Communication is a highly specialized art. It is the sharing of information between a sender and a receiver or listener. We communicate verbally with words (*I love you*) and non-verbally by using gestures (*foot tapping*), tone of voice (*yelling, whispering*), body posture (*hands on waist, arms folded*), facial expressions (*raised eyebrows, frowning*), and signs. A message can provide information, express an emotion or convey authority. We use words to question, to comfort, to quiet or soothe, to stimulate or to influence. Words can create as well as destroy.

We communicate on many different levels depending on the situation—our relationship with the person with whom we are conversing and the circumstances under which we are doing so—and the way we feel about ourselves at the time. Even our health *(what we eat, how we sleep*) affects our ability to send and receive messages. We talk on one level when talking to an employer, another to a teacher and still another level when we're talking to a close friend. You may not want to share your innermost feelings with a co-worker and it probably wouldn't be appropriate.

THE MESSAGE

To really understand the communication system, we should initially explore the dynamics of the process. First, we have to have a sender or a speaker. The way a speaker communicates depends on many factors:

1) **Level of education**: If the sender is talking with a person who has less education than he or she has, the receiver may have trouble understanding the message.
   a) (SENDER) *"Today, I'm going to venture out on my own and seek employment. It's time that I become self-sufficient."*
   b) (RECEIVER) *" Say what, man?"*
2) **The roles the people are playing**: The role one is playing or in at the time of the communication may affect how the message is sent and therefore received. Trouble often arises when the sender and receiver are not in the same role at the same time.
   a) (SENDER) *"I get really turned on when I'm around you."*
   b) (RECEIVER) *" I'd appreciate it if you wouldn't act that way around me. I'm not interested in you that way. If you can't talk to me with respect, then I guess we can't be friends anymore."*
3) **The degree of self-esteem each person has**: How a person perceives or feels about him or herself can affect the way the message is received.
   a) (SENDER) *"I don't really care what happens to me."*

    b) (RECEIVER) "*Well, I'm very concerned about my future. What happens to me is very important.*"

4) **The values and attitudes established by past experiences:** The way a person is raised or past experiences he or she has had may affect the way he or she sends or receives messages.

    a) (SENDER) "*Hey, don't get so uptight. I was only trying to get your attention and my old man always punched me when he was trying to get mine.*"
    b) (RECEIVER) "*Well, nobody ever hit anybody in my family. Next time you want my attention, just say so.*"

5) **What is going on around you, externally or internally:** This can refer to outside interference such as a radio (external) or your feelings toward the other person (internal).

    EXTERNAL:
    a) (SENDER) *"Don't run in the hall."*
    b) (RECEIVER) He doesn't hear the message because he is wearing a walkman and the music is so loud that all other sounds are blocked out.

    INTERNAL:
    a) (SENDER) *"I'd like you to have your work ready when you get to class."*
    b) (RECEIVER) Jane isn't paying attention because she doesn't like Ms. Johnson who usually is rude to her.

Can you see how these variables might affect communication?

Next, the speaker has to have a message. The message is the information the speaker wants conveyed, verbally or non-verbally. The message must be sent through a channel. The channel may be soundwaves (*our sense of hearing*) or lightwaves (*our sense of sight*). Finally, the message is received by the receiver or listener. How he or she responds is again based on the same variables as those that apply to the speaker. At that point, the message may end or the receiver may respond and offer feedback. Then, the process begins all over again.

NON-VERBAL MESSAGES

The same verbal message can be expressed or be received differently depending on the quality and effectiveness of the spoken words and the degree to which non-verbal symbols are used. Here are a number of expressions or descriptions that reflect non-verbal messages. What kind of message does each reveal?

...a sigh of relief
...frozen with fear
...stopped dead in his tracks
...stormed out of the room
...stared into space
He winked at her.
He whistled at her.

He gave her the silent treatment.
She saw red.
If looks could kill...
...turned a deaf ear
She turned red as a beet.
She laughed nervously...
Our eyes met....

What are some other non-verbal messages, signs or cues?

HOW COMMUNICATION BEGINS

The ability to communicate begins at birth. A baby cries, coos, grunts, and utters many different kinds of sounds, all of which strengthen the vocal cords. These are the baby's first attempts to communicate its needs and desires. It cries when hungry, wet or in pain. At the end of the first year, a child is able to use single words such as *"mommy"* and *"daddy."* Between 12 and 18 months, a child begins using two words together and its language begins to expand rapidly. For a number of years, though, children understand much more than they can convey verbally. Thus, non-verbal messages may be even more effective than words. The child will tune in to the tone and style of delivery, especially when it does not understand the words.

CULTURAL, ETHNIC AND REGIONAL DIFFERENCES

People communicate in a number of ways in various parts of the world. Not only is the language different, but the same words may have different meaning.

A) In America, businesses and schools close on certain *"holidays"* as a commemoration of a person or event. In Europe, people go on "*holiday*" when they take a *vacation.*

B) Whites use the term *"bad"* when they are describing something *unpleasant,* or someone they dislike. *"I don't like him. He is a bad person."*
African Americans, particularly the young, often use the term *"bad"* to mean just the opposite. Bad is used to describe something *good* or someone they *like. "I met this guy and he is so bad.* "

Often, the same words are pronounced differently by different groups.

A) *"I parked the car"* is pronounced differently by Bostonians than by New Yorkers. Both would be grammatically correct although different.

B) *"You all"* is pronounced as two distinct words in the north. In the south the words are dragged together and sound like *"Yall."*

Sometimes, different terms or phrases have the same meaning.

A) A teacher might ask someone to turn out a light by saying "Turn it off."
A movie director making the same request might say, "Cut it off."

Non-verbal messages also are noticeably different not only from country to country, but from region to region and race to race within this country, as well. Non-verbal messages have different meanings depending on where you come from.

A) In some countries, people stand very close, almost face to face, when talking. Here in the United States, people usually stand at a distance when conversing. American-born people rarely walk up and talk directly into someone's face.

B) In the United States, if someone stares at you, you might consider them either rude or strange or maybe flirtatious. Yet in some countries, staring is actually a sign of interest and politeness.
C) In America, if someone burps after a meal, he usually says *"excuse me"* and often feels embarrassed. In some eastern cultures, burping after a meal is a compliment to the cooking.
D) Often African American men when meeting slap palms together in a downward motion and then repeat it switching hand positions. Though this tradition is becoming popular, people in other cultures might find that behavior strange because, depending on their own customs, they may shake hands or kiss each others' cheeks.

GENDER DIFFERENCES

It has been said that men and women hear with different ears. Lillian Rubin, in her book "*Worlds of Pain,*" said: *"Guys talk about things and girls talk about feelings."* Women are socialized from early on to value interpersonal communication much more than men. Women are conditioned to believe that relationships are the most important thing and men believe that power and ability should be their primary focus. This difference has a great impact on their communication levels.

Jerie McArthur, a speech-communication professor at the University of Minnesota, says men get their chance to speak by interrupting, but women, taught that interruption is impolite, wait for their chance to talk. She also believes that women make more indirect statements—beat around the bush more—while men make more straightforward and direct ones. Men tend to *"say it like it is."* Men and women also trust differently and that affects their communication styles. Women establish trust by talking—by sharing themselves and their secrets. Men are taught to hold back emotionally and build trust on the basis of actions not feelings, so talking on intimate levels may be something with which many men are uncomfortable.

A) A group of women might talk like this when they get together: *"Did you know that Tasha broke up with Anthony? She was very upset. I know how she feels. When I broke up with Thomas, I was feeling really down too."*
B) A group of men would talk about things like this: *"Hey man, how are you doing? Did you watch the Redskins game last night? Wow, that was one great game!"*

PARENT-TEEN COMMUNICATIONS

Communication during childhood is probably the easiest. As children turn into teens, the communication gap often grows increasingly wide. As young people begin to change both in mind and body, it is not uncommon for friction to develop between them and their parents. It is a time of confused feelings as they bounce back and forth between being an adult and being a child. Teens begin to fight for independence yet don't want complete freedom. They resent being overprotected, but they still want their parents' attention. The biggest complaint many teens have about their parents is—

is—*"They don't understand me"* or *"They never listen to me."* The National Institute of Mental Health developed a list of ways parents can help keep communication with their teenage children open. You may want to share this list with your parents and use it as a building block to bridge the gap that may exist. Go over the list with them, item by item.

1. **Give your undivided attention when your teenager wants to talk to you.**
2. **Try to listen calmly, even though there may be a difference of opinion.**
3. **Develop a courteous tone of voice in communication.**
4. **Avoid making judgments.**
5. **Permit expression of ideas and feelings.**
6. **Encourage positive self-worth.**
7. **Make an effort to say nice things.**
8. **Hold family conferences.**
9. **Communicate in words and actions what you expect of your children.**
10. **Respect the adolescent's desire for individuality and independence.**
11. **Take an interest in your children's activities and friends.**
12. **Try not to overreact.**

You as teens also have responsibilities in improving communications with your parents. Here are some suggestions:

1. **Be more open with your feelings and share them with your parents.** Don't assume they won't understand. Remember that they too were once your age.
2. **Listen to them with an open mind.** Try to look at the situation from their point of view. Parenting is a tough and burdensome task. Show some consideration for their job. They make mistakes, but value their wisdom and experience. They want to do what's best for you.
3. **If you want their trust and respect—earn it.** Trust is not given unconditionally. Prove to them that you are mature and responsible and they will loosen their reins.
4. **If you are going to criticize them for the job they're doing, be sure to give them constructive criticism.**

Your teen years are the best time to start communicating effectively and to learn skills that will enhance that ability. In this chapter, we will address those skills. We'll look at different styles of communication, constructive and destructive messages, how to give criticism and enhance listening.

COMMUNICATION STYLES

We communicate in many different ways. Obviously, some styles work better than others. Your role is to learn the ways that work best for you so you can effectively get your messages across and have those with whom you communicate respond more positively to you. Many noted authors and therapists have described different styles of communication that are used both at home and in the classroom.

Most of us are a combination of these styles. Rarely do any of us use just one style. Sometimes, the style changes as we interact with different people. I'm sure you have found yourself saying, "*Why is it that whenever I'm around ...., I feel my blood boiling and I can never say anything nice?*" *Or* "*....makes me so mad that whenever I talk to him or her, I always get into a fight.* " It may be that certain people remind us of others who caused us discomfort or pain some time in the past. The point is that we need to be more aware of our communication styles when we're interacting with others. By being aware of your communication style and, just as important, your words and altering them when appropriate, you will become an effective communicator.

Researchers and psychologists have identified many different communication styles. We will look at three of those styles. Virginia Satir, therapist and author of *Peoplemaking,* has observed that people generally respond in one of four defensive communication styles. Too often, we react to a message as if we were being attacked. We do this because we feel our self-esteem is being threatened. She identifies those four styles this way.

Placater: Placaters are so eager to please that they will agree to anything to keep the peace. They're always apologizing, saying yes, or sacrificing themselves. Usually, placaters feel worthless and scared. They are weak and dependent. Their messages might sound like this:

> *"Whatever you want, dear."*
> *"I'm sorry, I didn't do it."*
> *"Can I get you something or do anything for you?"*

Blamer: Blamers do just that—blame. They are always pointing the finger at someone else. Nothing is ever their fault. They criticize, nag, and find fault. Blamers act disagreeably, hostile, controlling and, sometimes, even violent. Their verbal messages are:

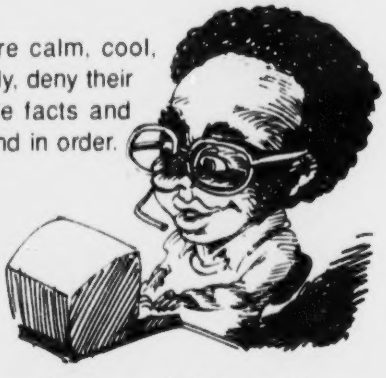
> *"It's all your fault."*
> *"If it weren't for you, I'd be...richer..smarter...happier..."*
> *"You're so stupid...bad...etc."*

Blamers always operate on the offensive. They put you on the defensive in the hope that they can get you before you hurt or reject them. They usually are angry and don't feel loved.

Computer: The computers are super rational people who are calm, cool, composed and very reasonable. They choose their words carefully, deny their own feelings because they fear revealing any emotions, and cite facts and statistics, just like a computer. Everything is robot-like, logical and in order. They also appear to be very prim and proper.

Their messages might be:

> *"Don't be ridiculous, I'm not upset."*
> *"Now this is the way it's done..."*
> *"Of course, I'm right."*



Distractor: Distractors are always unfocused—usually frantic, can't look you in the eye or answer direct questions. They tend to ignore or change the subject. They're very talkative, but rarely say anything meaningful. Inside, they're frightened and insecure. Distractors might sound like this:

> *"What red light..?"*
> *"Where did I leave what?"*
> *"Did we have an appointment?"*

All four styles reflect a low level of self-esteem. Insecurity and feelings of inadequacy cause distrust, denial of emotions, defensiveness and a general inability to communicate constructively.

Leveler: Satir describes effective communicators as levelers. They are a combination of the four styles with warmth, sincerity, sensitivity and a sense of purpose. Levelers use logic, reason, and assertiveness without aggression. Verbal messages of levelers are:

> *"I understand your problem and I'm here, if you need me."*
> *"I don't necessarily agree with your point of view, but I respect your right to feel that way."*
> *"I have to finish some work now, but I'd love to go with you tomorrow."*

Levelers don't blame others for the way they're feeling. They don't deny their own feelings and they openly acknowledge others' feelings. Levelers are healthy, mature, creative and alive. At some time in our lives, all of us have communicated by using one of the four defensive styles. Unfortunately, we seldom communicate as levelers.

Another interesting approach to understanding the way we communicate is based on **Transactional Analysis**, designed by Eric Berne. He describes three different models of behavior: the **Adult, Parent** and **Child** ego states.

Child ego state: It is the child in all of us that stored and recorded information in the brain from early childhood. It encompasses all that we experienced as children—including responses to events which may have left us feeling helpless or inadequate. It also includes of excitement, joy, curiosity, creativity and impulsiveness. An adult acting in the child ego would respond as he or she did when a child by acting out feelings of great joy or terrible disappointment. They might jump up and down and scream out gleefully for joy or they might pout, sulk, whine or even throw tantrums when let down. The verbal messages might be:

> *"I'm so excited, I can hardly wait!"*
> *"No, I won't do it and you can't make me!"*
> *"I want it right now!"*

Parent ego state: This state evolves from how, as a child, you perceived the roles of adults. The way you saw your mother and father behave affects this adult role. Usually, children see adults as authority figures whose decisions must always be right. People in this state lecture, teach, correct, moralize and point their fingers accusingly because they believe they know what's right. In this state, they worry or disapprove of others' behavior.

Adult ego state: This appropriate adult behavior looks at facts and deals with others on a mature, rational and equal level. They are comfortable listening to someone else's point of view.

ASSERTIVENESS VS. AGGRESSIVENESS

Assertiveness: Being assertive means expressing your feelings, needs and ideas while respecting the right of others to express their feelings, as well. It is a way of using communication skills so that in most situations both people win and feel okay about the outcome. Assertive people are not only concerned with what they say, but also by how they say it. They know how to negotiate and compromise. Assertive behavior is often confused with aggressive behavior, but assertive behavior does not involve hurting the other person.

Aggressiveness: Aggressive behavior is about winning the battle by putting the other person down. Aggressive people are loud, bossy, bullies. The only way they get what they want is by pushing their weight around. **WHICH STYLE ARE YOU?**

EFFECTIVE COMMUNICATORS

We have examined a number of different styles. The **leveler**, the **adult ego state** and the **assertive** communicator are comfortable being themselves, while allowing others to do the same. They all have, as a foundation, trust, respect, sincerity and openness. We can achieve closeness, intimacy and equality with another person as long as we maintain these behavior patterns and communicate our feelings, desires, fears and beliefs to those we care about.

CONSTRUCTIVE COMMUNICATION

There is nothing worse than not being understood. It leaves us feeling inadequate, unloved and possibly even stupid. The whole purpose of communicating with people is to have them understand our point of view, our beliefs, our ideas and, especially, our feelings about things. No one can ever completely understand us unless they're inside our head. Still, unfortunately, we are too often misunderstood. That happens for two simple reasons: ineffective communication skills and poor listening habits. Clearly, we must learn better techniques to send our messages so that they will not only be received, but understood as well.

CONSTRUCTIVE MESSAGES

There are many ways to say the same things. If you want your message to be received exactly the way you send it, you must be sure to follow certain procedures that insure successful communication. Here are some suggestions that will help you to be an effective communicator:

- **Be sure of your own feelings before communicating.** If you're not clear about what message you want to send, don't expect anyone else to understand. It is always easier and more productive to send clear and concise messages.

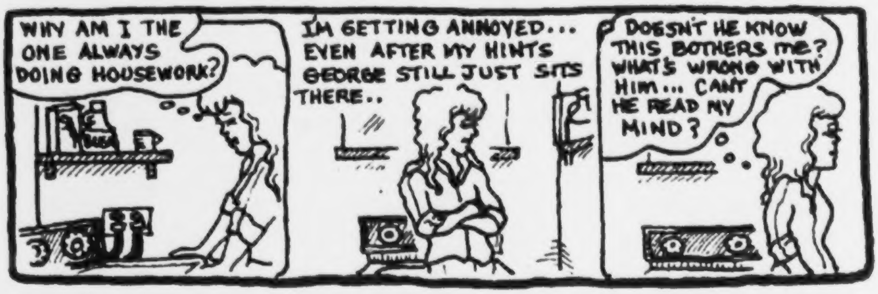
> ***"When we feel comfortable about ourselves, we tend to be more skillful at listening, more sensitive to others, and better at sharing our ideas than when we feel inadequate, embarrassed or unimportant."*** -
>
> \- Burr, 1976

- **Avoid making judgments.** Whether you agree or not, other people are entitled to their feelings. Remember that feelings are not right or wrong good or bad, they're just feelings.

AND OTHERS HAVE AS MUCH RIGHT TO THEIR FEELINGS AS YOU DO.

- **Try to listen calmly with an open mind even when you don't agree.** Try to see the way the other person may look at things, too. Put yourself in the other's shoes and try to feel the way he/she feels. Don't devalue another by saying that what he or she is feeling is stupid or bad. Acknowledge that the person has the right to feel any way he/she wants. What we feel is always all right; what we do with those feelings may not be.

- **Don't assume the other person is a mind reader.** He or she cannot know what's inside your head (or heart) unless you tell him. Unrealistic expectations lead us to believe that if others care about us, they will know what we are thinking or feeling or even what we want. Tell them and don't feel hurt that you have to. No one has a crystal ball inside their brain.


WHY AM I THE ONE ALWAYS DOING HOUSEWORK?
I'M GETTING ANNOYED... EVEN AFTER MY HINTS GEORGE STILL JUST SITS THERE..
DOESN'T HE KNOW THIS BOTHERS ME? WHAT'S WRONG WITH HIM... CAN'T HE READ MY MIND?

- **Remember that your point of view is not the only one there is.** Remember people see things differently because they come from different places, have different values, different cultural backgrounds and races and different experiences. There is not just one way to express feelings. Respect those differences and LISTEN to what others have to say. You may not change your point of view, but you may learn something new.

> *James tells June that he's very upset over something that happened at work. June says, "That's ridiculous. You shouldn't feel that way."*

Whether he should or shouldn't doesn't matter. The fact is he does feel bad..

- **Be sure your partner attributes the same meaning to words and expressions that you do.** Your message must have **shared meaning** so that the receiver hears the same message that you send. Often, people think they're saying the same thing, when in reality the messages have different meanings to each person because of childhood experiences, religious or cultural differences or other background input which might cause them to attribute different meanings to words, events or activities.

Elizabeth was raised in Europe where a vacation is called a holiday. Her partner Herb thinks a holiday is a special event like a birthday or Christmas.

- **When discussing something important with another—make and keep eye contact.** It also helps to make physical contact such as holding or touching when discussing intimate or personal issues.

- **Whenever you're the least bit uncertain about the message you've sent or the one you've received—check it out.** Ask the person if he/she understands what you've said. Just because you think you're being clear doesn't mean that the message was clearly received. If you don't understand another person's message, ask for clarification. Ask to have the message repeated until you're sure you understand. Then, repeat it back. This is called ***parroting*** or ***paraphrasing.*** Too many messages get scrambled up and cause more problems than necessary. Paraphrasing starts something like this:

  "Do I understand that what you're saying is..."
  "So what you're saying is....."

  Example of **paraphrasing:**

  (Parent) *"I'd like you to get your room cleaned up sometime this weekend."*
  (Son) *"So what you're saying is I don't have to clean up my room now and you're not telling me when to do it, but you do want it cleaned up before the week-end is over."*
  (Parent) *"That's right."*

  This way, neither partner has to worry whether he or she is getting or giving an unclear message that could cause confusion later.

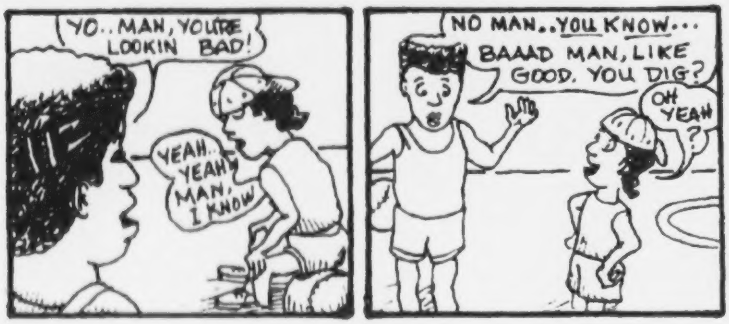
I know you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant.

- **Actions usually speak louder than words.** Our communications are 93 percent non-verbal. If your verbal and non-verbal messages don't match, you may not be believed.

  Janet wanted to know why Jim was late. He responded by saying he had to work late, but he wouldn't look at her. He couldn't make eye contact because he knew he was lying. Janet listened to his words, but she knew he was lying too.

- **Be careful not to *interpret* someone else's message by adding your own thoughts or ideas to their words.** Often, we come away from a conversation feeling bad or thinking something unpleasant about the person because rather than clarify what was heard. we attach our own meaning to what was said. In reality, what you think you heard may not be at all what was said.

- **Always try to say something positive.** You can find something good about everyone. **"A word of praise is never wasted."** It's particularly important to do this when you're about to discuss a serious issue or concern.


YO.. MAN, YOU'RE LOOKIN BAD!
YEAH.. YEAH MAN, I KNOW
NO MAN..YOU KNOW... BAAAD MAN, LIKE GOOD. YOU DIG?
OH YEAH?

- **Be specific and ask for what you want.** Don't say, *"I'd sort of like to go skating sometime,"* if you really mean this Saturday. Don't say , *"Maybe we could see a movie together soon,"* 'when you really mean that you'd like to see James Bond's new movie this weekend. It is difficult to get what you want when you're not clear. Remember people are not mindreaders.

  Example:
  Unclear: *" I'm really upset."*
  Clear: *"I'm really stressed out because I was cut from the team."*

- **When talking about yourself and your feelings, always use "I" statements.** In other words, take responsibility for what you say and for what you feel. Remember, no one else can make you feel anything. When someone does something you dislike—you choose to feel bad. No one can make you feel that way. When you own the problem, you aren't attacking the other person. When you begin your statements with "You," you immediately put the other person on the defensive.

  "You make me so mad!"
  "You're really dumb for doing that."
  "You're always late."

  At that point, the receiver of your message will most likely tune you out. No one likes to be attacked or to feel like they must defend themselves. Here's an example of *"I"* statements that take responsibility and still convey the same message as the *"You"* statements above. This time, though, the listener probably will be more responsive.

  "I'm really mad because...."
  "I get upset when you do...."
  "I get worried when you're late."

This is a simple technique that can make a tremendous difference in your communication patterns.

- **Be realistic about your message and your expectations for a response.** There's no guarantee that your message will be received or that you'll get the response you want. Just because you want something and ask for it doesn't mean that you will get what you want all the time. Remember what you want may not be what the receiver of the message wants.

CONSTRUCTIVE CRITICISM

Criticism is always hard to handle because it means somebody is dissatisfied with us or something we've done. Most of us have great difficulty dealing with criticism because our feelings of self-esteem usually are so fragile that we feel personally attacked when someone criticizes us. There are ways of communicating displeasure without hurting or destroying the other person in the process. Criticism, if properly delivered, can actually improve the situation and leave all involved feeling better. Here are some tips:

- **If you are going to criticize a person for something he/she is doing, be sure to give constructive criticism.** Simply putting down or yelling at someone for a certain behavior you believe inappropriate does not help them to learn an appropriate behavior. It even may cause them to act out further. You can offer suggestions or recommendations while still valuing them as a person.
  For example:

  UNCONSTRUCTIVE:
  "Don't leave your clothes all over the floor!"
  CONSTRUCTIVE:
  "I really want our room to be neat so we can be proud of it so I hope that you will hang up your clothes instead of leaving them on the floor."

- **Criticism should not be an attack of the total person; it should only be a complaint about a specific fault.** When you are angry at something someone has done, let him/her know exactly what it is that you are angry about.
  For example:

  ATTACK:
  "You're a real troublemaker. You're sent to the office everyday."
  SPECIFIC COMPLAINT:
  "If you stop talking in class, you won't be sent to the office."

- **It should deal with a problem that can be resolved**. If the person is not in the position to do anything about the problem or cannot change the situation, then save your criticism.

  Jill just had her hair cut quite short. Her boyfriend, Jackson doesn't like it and says, "I really hate your hair like that. You shouldn't have cut

Jill just had her hair cut quite short. Her boyfriend, Jackson, doesn't like it and says, "I really hate your hair like that, you shouldn't have cut it." Since Jill can't do anything about that now, his criticism only makes her feel bad. He could have said, "I think I like your hair better long. Maybe you can let it grow out again."

- **It should be offered for the good of the relationship.** Criticism should be valid, specific and to the point but it must be delivered with respect and concern for the other person.

- **Be sure the recipient is able to or in the condition to receive your criticism.** If someone has just had a bad experience, an illness or a death in the family, your criticism may not be appropriate. Consider your timing. Be sensitive to the other's needs before expressing yourself.

- **If you've complained about an issue before, don't keep repeating it.** People don't change because they are criticized repeatedly. In addition to continuing the behavior, they also may get angry, rebellious or withdrawn.

- **Be certain your criticism isn't a result of your own hang-ups.** Make sure you're not just trying to get even for some past hurt.

- **If you're the receiver of criticism, remember you have the right to listen, evaluate and then accept or reject it.** Also remember that it is not an attack of your total self, it is only a complaint about a specific fault.

ROADBLOCKS TO COMMUNICATION

We do many things to damage our own communications. We don't mean to. We may not even realize we're doing it. In any event, our messages often aren't being received or, when they are, they are coming across in a negative or destructive way. Here are some typical roadblocks:

1. **Name-calling.** *"Sticks or stones may break my bones but names will never harm me."* They may not harm you, but they certainly will turn off the person with whom you're communicating and stop your message from being heard.

2. **Overgeneralizing.** Because something happened once doesn't mean it will happen always and forever. Don't start a statement with *"You always..."* or *"You never...."* The receiver will automatically tune you out.

3. **Interpreting.** Don't interpret someone else's message. Check out and clarify their message, but don't redefine it by adding your own thoughts to their words.

4. **Tunnel vision.** Very little in life is actually all black or all white. People's views have a wide range of feelings. By seeing the gray area, you may avoid some unpleasant confrontations and learn something new along the way.

5. **Being opinionated.** Other people believe their own viewpoints are as valid as you believe yours to be. Respect the right of others to express their own feelings and opinions. You may learn something or even change your own way of looking at things.

6. **Gossiping.** Before you repeat a story, check it out. Just because someone told you that your friend did something bad doesn't make it true. Spreading rumors is inappropriate under any circumstances unless it is done to protect someone.

7. **Double message or hidden meaning.** Don't say one thing when you mean another. People often get confused by people sending one message, while their non-verbal communication conveys another. Don't expect people to probe to get the real meaning.

    Jackie comes home from work and finds Greg sulking, withdrawn and quiet. When she asks what's wrong, he says, "Nothing."

    Keisha was going on a job interview. Her husband wanted to know if she was nervous. She said no while she paced up and down.

    Lenny told Sara he loved her, but it was always after he beat her up. It was difficult for Sara to believe him.

8. **Using too many words.** Don't use ten words when one will do. Be specific.

    Eddie asks Suzy if she wants to go out Saturday afternoon. She says, "Well,I'd like to, but I've got a million things to do. I've got to pick up my cleaning, get my hair done, pick up my mother and wash the car."

    A simple *"Thanks, but I'm busy. Can we make it for another day?"* would have been enough.

9. **Intellectualizing.** People who use facts instead of feelings come across very cold and indifferent. Often, others will respond negatively to that kind of communication.

10. **Blaming.** Even if you think the other person is at fault, telling them so only creates a negative response. Saying *"It's all your fault"* puts the receiver on the defensive. A better approach might be to discuss the situation, express your feelings about what has happened and try to find a solution for the problem

11. **Accusing, threatening, demanding, and ordering.** These kinds of statements create an atmosphere of hostility and defensiveness. Using these techniques will probably make others withdraw or avoid you.
    "I'm warning you, do it right now!"
    " Do that again and you'll be sorry."

12. **Put downs or sarcasm.** *"I thought you died. It's been so long since I've heard from you."* Statements that make others feel guilty, put them down or display sarcasm only make the receiver defensive and unresponsive.

13. **Yelling.** No one likes to listen to someone who raises his or her voice a lot None of us really has the right to verbally abuse another, no matter what he/she has said or done. That doesn't mean we cannot get angry or that we cannot take action, but there are ways of effectively reaching the listener that don't devalue or demean that person. Keep in mind that you are expressing your dislike and that you are requesting change. Most people aren't listening to that request if they are being attacked or ridiculed.

14. **Nagging, whining, wimpering or complaining.** Use a courteous, pleasant tone of voice in all your communications. People will certainly tune you out and turn you off if the tone, level or sound of your voice is irritating, unpleasant or rude! Your message will become unimportant and, therefore, have no value. (Listen to your voice sometime and if the "shoe fits"....) And no one wants to hear a person complain most of the time. Learn how to express your feelings or convey your distress without complaining.

15. **Stereotyping, labeling or name-calling.** Remember the Golden Rule. It doesn't feel good to be labeled because of race, religion or personal disability. Not all 'Afro-Americans are violent,' 'Jews are stingy' or 'Irish like to fight.' Lots of different people are violent, dishonest and like to fight. People cannot be categorized. The bottom line is that your messages will be blocked if you attempt to talk that way. You may be tuned out and turned off forever.

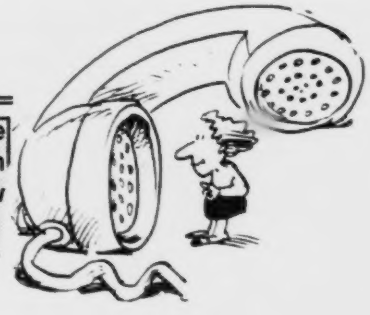
16. **Lying.** Saying things that you don't mean either to deliberately make yourself look good or make others look bad is the quickest way to turn them against you. "Honesty is really the best policy." Contrary to that, a "little white lie" to keep someone's feelings from being hurt might be okay under certain circumstances.

17. **Lecturing.** If the listener wanted to hear a lecture, he or she would pay to hear a professional speaker give one. No one likes to be preached to. Learn to talk with people, not at them.

18. **Not listening.** This pattern discounts the person talking and makes him or her feel as if what is said is unimportant.
    "Huh, what did you say?"

LISTENING

> **"God gave us two ears, but only one mouth. Some people say that's because he wanted us to spend twice as much time listening. Others claim it's because he knew listening was twice as hard as talking."**



Have you ever heard the expression, *"in one ear and out the other?"* It refers to our listening habits. That's the way many of us listen. We daydream, think about what we're going to say or about any number of other things except what the speaker is saying.

Listening is one of the most important communication skills you have. A good listener takes half the responsibility for maintaining a productive and meaningful conversation. It is the most loving thing we can do for one another. Total listening is an activity in which you use your whole body, not just your ears, to make a person feel valued and worthwhile. By listening intently, making eye contact and paying complete attention, you're saying, *"I really care about you."* When you look away or your attention is diverted, the person may feel totally rejected.

Listening can help a person clarify his or her thought process. By verbalizing your feelings and ideas and having someone respond and give feedback, if requested, we can often solve our own problems. Hearing is only a part of listening. Sometimes, even though we hear the message, our personal beliefs and biases become barriers to really listening.

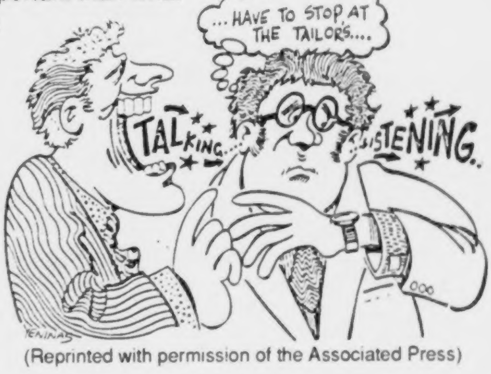
> *Judy doesn't like Jeffrey because he's foreign, but he always comes up to her in school to talk. She doesn't mean to be rude but she's not interested in what he has to say. When he speaks, she hears his words but doesn't really listen.*

When you find yourself responding that way, you need to look at these barriers and find out why you're feeling that way. You may really want to explore your own background to find out what contributed to those feelings. Prejudice and intolerance is never constructive and will only promote more of the same. Accept each person as an individual and LISTEN to what he or she has to say.

ACTIVE LISTENING

An active listener must continually be aware of the skills he/she is using. It doesn't just come naturally. It takes a great deal of practice and awareness. Think about how it feels when you aren't being listened to. Think about how it affects your self-esteem—even temporarily. Practice these skills until being an active listener just comes naturally.

- **Let the speaker finish without interrupting.** Many times, the speaker will answer the question that you are interrupting to ask. We often interrupt because we disagree and think we know more than the speaker. When you do that, you send a message that what you have to say is more important than what they have to say. The only time interrupting is appropriate is to ask for clarification for something you do not understand.
- **Show interest by inviting the person to share.** Expressing interest tells other people you're responsive so they will feel free to talk openly with you.


...HAVE TO STOP AT THE TAILOR'S....
TALKING
LISTENING

(Reprinted with permission of the Associated Press)

person is saying. To be a good listener, you need to let the other person know that you hear what he or she is saying. By repeating in your own words (*paraphrasing*), without interpreting, you let the other person know you understand and you give him/her an opportunity to clarify any misunderstandings.

- **Let other people know you understand their feelings as well as their words.** Too often, communication gets blocked until feelings are expressed and accepted.
- **Check out the meaning.** Remember, words and expressions have different meanings to different people depending on language, culture and circumstances. To be an effective listener, look for hidden meanings. Check out your beliefs. Acting on assumptions instead of clarifying them first can lead to misunderstanding. Be sure you let the person define his/her own meaning. Don't be so vested in your beliefs about what you hear that you don't hear the real message.

You can see how listening can be learned. It is truly one of the most important skills you can acquire. When it gets tough or seems like too much trouble, remember that anything that allows you to have more solid relationships—without misunderstandings—is worth the effort. When a person feels listened to, feels that what he/she has to say is important, that person feels valued and worthwhile. **Listening** is unquestionably one of the most important things you can do to help yourself and others develop and maintain **self-esteem**.

CONCLUSION

The key to getting along in life is learning to communicate effectively with those around you—socially, professionally and, most of all, personally. Saying what you mean and knowing how to do it well will make all your relationships—marriage partner, employer, employee, friend—much easier. You will find that when you can effectively get your message across and have it understood, you'll feel a lot better about yourself. And learning to be a good listener may suddenly make you very popular. You may see many of your relationships magically transformed.

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STUDENT ACTIVITIES

1. LISTENING HABITS

Do you have positive listening habits? How often.........

	Often	Sometimes	Seldom	Never
1. Do you really try to understand the other person's point of view?	___	___	___	___
2. Do you let the other person know you understand by putting in your own words (paraphrasing) what he or she says?	___	___	___	___
3. Do you then allow him or her time to correct anything you might have misinterpreted?	___	___	___	___
4. Do you show interest non-verbally? Through posture? Eye contact?	___	___	___	___
5. Do you ask questions to draw out the other person and learn more about what is meant?	___	___	___	___

Or do you have negative listening habits? How often.....

	Often	Sometimes	Seldom	Never
1. Do you fail to hear the other person because you are planning what to say as soon as you can get a word in?	___	___	___	___
2. Are you thinking about yourself rather than about what the other person is saying?	___	___	___	___
3. Do you answer with irrelevant responses which really show you aren't listening and don't care about what is being said?	___	___	___	___
4. Do you drift in and out of the conversation, listening only occasionally?	___	___	___	___
5. Do you criticize, evaluate or judge the other person or respond before you know what the other person really means?	___	___	___	___
6. Do you listen only to catch the mistakes of the other person?				
7. Do you busy yourself with obvious distractions while the other person is speaking?	___	___	___	___
8. Do you misinterpret what the other person is saying?	___	___	___	___
9. Do you give your meanings for words and events more merit than you do the other person's meanings?	___	___	___	___
10. Do you simply give too little time and attention to the process?	___	___	___	___
11. Do your responses fail to show respect?	___	___	___	___

Evaluate your answers and pay close attention to those areas you need to strengthen to be an effective and active listener.
(Source: Adapted from Family Communication: Keep Connected in a Time of Change, Maureen Miller, Paulist Press.)

2. NON-VERBAL COMMUNICATION HABITS

1. What types of non-verbal language do you use to convey positive meaning?
2. Which types of non-verbal messages do you use more often—positive or negative?
3. Which area of non-verbal language do you use the most?
4. Which non-verbal message used by other people affects you the most?
5. Look back to your childhood. What non-verbal messages strongly affected you?

Positively: ______________________________

____

Negatively: ______________________________

____

6. Do you use any of these same non-verbal messages with your family?

____

7. Imagine you are a member of your family (choose any member): Write a verbal sketch of how you think they see you conveying messages non-verbally:

____

____

REVIEW QUESTIONS:

I. Explain the process of sending a message.
2. Why is it important to have good communication skills?
3. Describe some different communication styles?
4. Name some effective communication skills.
5. What is the difference between a constructive and a destructive message?
6. Why is it important to check out or clarify the message that is heard?
7. What is paraphrasing? Why is it important for good communication?
8. How can you criticize someone without hurting them?
9. What are some roadblocks to effective communication?
10. What is a good listener?
11. Why is listening one of the most important communication skills?
12. What are some things you can do to be an active listener?
13. What is meant by shared meaning?
14. What is meant by hidden meaning?
15. What is meant by double meaning?
16. What is meant by non-verbal communication? What are some examples?
17. How can people provide constructive feedback to friends and other intimates?
18. If you are angry with a friend, how can you express the anger without being critical of the person?

DISCUSSION QUESTIONS

1. Do you think you are a good communicator? Why?
2. What are some typical patterns in your own style of communication? What do you like or dislike about your own habits?
3. What do you do that makes you an effective communicator?
4. Are you an active listener? Explain how.
5. Can you listen to different views without judging?
6. Can you listen to criticism without feeling hurt?
7. Can you listen to people you dislike?
8. Do you have barriers or biases that prevent you from listening to certain people?
9. Do you know how to give constructive feedback?
10. How do you show you are actively listening?
11. Can you remember what you hear?
12. Do you pick up non-verbal messages?
13. Do you always wait for the speaker to finish before responding?
14. Are you comfortable discussing your feelings (e.g. happiness, sadness, anger)?
15. Are you able to directly communicate your needs?
16. Do you communicate more on the factual level or feeling level?
17. Do you understand the importance of balancing the feeling and factual content of communication?
18. Do you think others see you as an effective communicator?

RESOURCES AND REFERENCES

ARTICLES:

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TEACHER ACTIVITIES: COMMUNICATIONS

1. ***Get Acquainted Duo-Listening***

   A. Divide the group into "A" and "B" pairs.
   B. "A" talks about him or herself for two minutes.
   C. Switch and repeat.
   D. Repeat entire exercise after giving the following directions. This time, as the speaker talks, the listener listens carefully, making eye contact, acknowledging statements, identifying similarities and giving brief feedback as necessary.
   E. Bring the entire group into a circle. Have each "A" and "B" introduce each other, telling what they've learned and heard.
   F. Discuss the following:
   Was there any difference between first and second exchange of stories? Did you feel listened to? Were you able to listen better the second time? What was easy or hard about the exercise?

2. Ask students to spend an entire day saying exactly how they feel, expressing both positive and negative emotions. Remind them not to judge or attack others personally. Then have students write a brief description of the day's experiences.

3. Have the students monitor two of their conversations-—one with a parent and one with a friend-—and write down what happens in the interaction. Have them note non-verbal as well as verbal responses.

4. Ask students to pick a topic and discuss it for three minutes with a partner, beginning each sentence with the pronoun *"we."* Next, continue discussing the same topic, or a new one, for three minutes, beginning each sentence with *"you."* Finally, continue with the same or new topic and discuss it for three minutes, beginning each sentence with *"I"*.

5. Have students pair up; instruct "A" to talk about a problem he or she is having. Tell student "B" to interrupt, look away, ask unrelated questions and generally act disinterested and distracting. Switch and repeat. Discuss how it felt to not be listened to. Conduct class discussion.

6. Have students watch or listen to a talk show. Ask them to evaluate the interviewer. Was he or she a good listener? Report findings and discuss in class.

7. Direct students to have brief discussions sitting back to back. How did they feel and respond to not being able to receive non-verbal messages?

8. Play charades. Without talking, act out feelings by using body language, facial expressions, gestures, etc. and see if the class can get the message. Act out:
   -surprise
   -fear
   -anger
   -not liking food

   Make up others for students to practice at home in front of a mirror.

9. Have students identify as many non-verbal methods as possible. Give examples and discuss.

10. OBJECTIVE: *To see how making assumptions gets in the way of clear communication and honest disclosure.*
Have students pair up and alternate making several statements to each other that begin with "I assume." They can fill in the sentence with any assumptions about their partner (e.g. "I assume you date a lot" or "I assume you like sports", etc.). Then have them discuss their own and their partner's assumptions.

11. OBJECTIVE: *To learn how to make direct, straightforward requests instead of being vague or nonspecific.*
Have students pair up and alternate making clear, specific requests of each other. Begin with "I want you to..." or "I would like you to..." State in detail how and what they want; (e.g. "I would like you to go to the movies with me tonight to see " or "I want you to give me your complete attention while I tell you about a problem I have.") Have them summarize and discuss each other's requests to be sure they understand their partner's request.

12. **PERSONAL PROBLEM SOLVING**
Divide the group into trios. Within each trio, appoint one presenter, one helper, and one observer. Each presenter takes about five minutes to present a personal problem (preferably not one of his or her own, but one about which the presenter feels strongly). At the end of the presentation, the helper has ten minutes to ask questions and provide feedback, responses, suggestions or comments. Then, the presenter and the observer tell the helper which of the techniques used were helpful and which were not. Discuss the whole exercise in the trios. Debrief with the whole group. Did the helper moralize? Did the helper ask good questions? What body language did the helper use? What did his or her voice reveal? Did the helper maintain eye contact? Did the helper appear empathetic?
(Source: Turn Ons! 185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

13. **COMMUNICATING DIRECTIONS**
Students pair up and sit back-to-back on the floor. With paper and pencil, one student in each pair draws a simple picture using squares, circles, triangles or other geometric forms. While the partners are still seated back-to-back, the artist gives the other partner directions that will allow him or her to duplicate the picture: *"In the middle of the page, draw a circle one inch in diameter,"* and so on. Once the picture is duplicated, compare it to the original. Reverse roles.

Debrief. Discuss the difficulty of conveying exactly what one means. If it is hard to describe circles and squares, think how hard it must be to communicate about drugs, music, sex, love or happiness.
(Source: Turn Ons! 185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

14. **NON-CONSTRUCTIVE COMMUNICATION STYLES**: Objective-*To help students see the difference between constructive and nonconstructive communication styles*

After a classroom session where you have explained and discussed Virginia Satir's four styles of non-constructive communication, demonstrate yourself how a person might act and communicate if he or she actually communicated in any one of those styles. Set up a scenario where four members of a family are having a discussion each using one of those styles; i.e. *Blamer, Computer, Distractor and placater.* Have four students role play that scene in front of the class with each one taking on one of the styles. You can either give them a structured format or let them set the scene and act it out. Do not tell the rest of the class which roles the "actors" are playing and let them try and guess who was the *blamer*, the *distractor*, etc. Ask students which style they are in real life and whether that scene was familiar or similar to some of the discussions they have at home. Then either using the same students or another group, have them repeat the same scene—this time all communicating as Satir's constructive "*levelers* ". Could they see the difference? The objective is to let them see how productive it can be when people communicate openly, honestly, and directly and how non-productive it is when people don't communicate that way

15. **LISTENING SKILLS:** Objective - *to sharpen listening skills and to help students to better understand the importance of active listening.*

Select and assign students to two different teams. Ask each team to select a pilot and an air traffic controller and have the opposing team's pilot and controller leave the room. Have each team form a runway by sitting in a parallel line facing the opposing team. Have them put various objects such as books, handbags, etc. on the runway so you could not walk straight through it without having to make a number of detours to miss the objects. After it is set up bring in the crew, but have the pilot blindfolded. Position the controller at one end of the runway and the pilot at the other. Describe the scene as follows: A hurricane has just swept through the airport area and the runway is cluttered with trash. Tell the blindfolded pilot that radar is not working and though the air-traffic controller cannot hear the pilot, the pilot can hear the voice of the controller. The pilot is positioned at the beginning of the runway without being able to say anything. Now have the controller direct the pilot to a safe stop at the end of the runway by giving verbal directions about what is in front of the pilot as he begins his landing. If the pilot touches any of the objects on the runway, the plan is considered crashed. After the opposing team has completed their landing, send the pilot and controller from the other team out of the room, rearrange the objects on the runway and have the new controller repeat the landing instructions to the pilot. The winner is the team that landed safely in the shortest time. This activity can be repeated a number of times with different teams and crews.

(Adapted from J. Houghton, C. Rembold, "Kids helping kids: A peer counseling training program.)

16. **NON-VERBAL COMMUNICATION**: Have students conduct a personal, mini-field study in a public place where they can watch people and identify what, if any, differences there are in the way different people communicate non-verbally with one another.

17. **GOSSIP LINE**: Objective-*to help students understand how important our nonverbal messages can be and how difficult they can often be to interpret.*

Have a group of students (10 maximum)stand in a line all facing the same direction. Tell them that you are going to secretly give student A at the end of the line a particular emotion to nonverbally pass on to the student B in front of him/her. Student A will then tap student B in front of him/her on the shoulder. Student B will turn around so that A and B are now facing each other and student A should attempt to pass on the emotion nonverbally. When B gets it or thinks that they know what the emotion is, they will turn around and tap student C who is next in line on the shoulder. Student B will now attempt to nonverbally pass on what they think the emotion is to student C. The process continues until the last person in line has been "tapped" and hopefully has some idea of what the emotion really is. Ask that person to report to the group what he/she thinks it was. Most likely he/she will not know because it has probably been miscommunicated somewhere along the way. This is a fun exercise, but it can show them how often our gestures and facial expressions say one thing when we are really thinking or feeling a totally different way. You can now reinforce that they need to pay just as much attention to their nonverbal as well as their verbal messages. Even when we aren't talking, we may still be saying something.

18. **THE GOSSIP GAME**: Objective:*To demonstrate the importance of active listening. This can also be a good way of demonstrating what happens when people pass on gossip.*

This is another version of activity 17, but this time using words. Have students sit in a circle. Tell one of them a brief story (in writing or orally) with names and places that has some interest to the group. Ask the first person to pass it on by whispering the story to the person sitting next to him/her. At the end, have the student recite the story that he/she heard and then compare it to the original one.
(Adapted from J. Houghton, C. Rembold, "Kids helping Kids: A Peer Counseling Training Program.")

19. **GENDER DIFFERENCES:** Have students notice for a few days what their conversations are about when they are with groups of people of the same sex. Did the women talk about feelings? Did the men talk more about things like sports, cars, sex? Do they talk the same when they are with a group of the opposite sex?

20. **COMMUNICATION STYLES**: Objective:*To help participants see the difference between constructive and nonconstructive communication styles.*

Demonstrate yourself how a person might act and communicate if he or she used one of the four styles described by Virginia Satir. Then ask for four volunteers. Set up a scenario where four members of a family are having a discussion each using one of those styles; i.e. *Blamer, Computer, Distractor and placater.* Have four students role play that scene in front of the class with each one taking on one of the styles.

For example, they could be a teacher in a classroom with students, or a family—parent[s] and their children. Tell them to go somewhere and practice a short play in which each of the members takes on one of the four different communication styles to act out. For example, a family trying to decide to go on vacation—father is the blamer, mother is the placater, son is the distractor and the daughter is the logical communicator. Or a classroom in which the teacher is attempting to get students quieted down after lunch, recess or an assembly. Do not tell the rest of the class which roles the "actors" are playing and let them try and guess who was the blamer, the distractor, etc. Ask students which style(s) they are in real life and whether the scene was similar to some of the discussions they have at home. Then, either using the same students or another group, have them repeat the same scene—this time all communicating as Satir's constructive "levelers ." Could they see the difference?

21. Read the following rule on paraphrasing again: **Whenever you're the least bit uncertain about the message you're sending or the one you're receiving—*check it out.* Paraphrase simply means to repeat back the message you have heard in your own words without interpreting.** Ask for a volunteer and demonstrate with the volunteer examples of paraphrasing. Then ask students to form dyads (designate an A and a B) for some individual role playing. B begins to discuss a topic of choice and A paraphrases what he or she hears. Then ask them to reverse roles and B will talk while A paraphrases. You can also conduct the same exercise by forming triads and asking one member (C) to be a coach which means he/she will sit by the person who is doing the listening and paraphrasing and whispers in that person's ear, if she/he feels that the paraphraser needs help or is paraphrasing inappropriately. Reverse roles until each member of the dyad or triad has had a chance to practice paraphrasing.

22. **I/YOU MESSAGES** Objectives: *To demonstrate for students the importance of taking responsibility for how they communicate their feelings to others (I statements) and to also show students how people react and respond when they feel that they are being attacked (You statements).*

YOU VS. I STATEMENTS Ask for three volunteers. With each volunteer, demonstrate the use of the You and I statements using the following three examples. Say the You statement first, then stop and ask the class "what do you think ______ (volunteers name) thinks about me now? "Then ask the volunteer how he or she feels about you. Continue by using the I statement. Again say "What do you think ____ feels about me now?" Ask the volunteer to respond about how he/she is feeling after the I statement. Ask the class if they can see the difference. Do they see how using You statements puts the other person on the defensive? Can they see how simply owning the problem and saying how they feel about the situation by using an I statement can completely change the response? Continue this procedure with all three volunteers and then ask students to pair up and role play using You statements first and then switch roles .

1. YOU STATEMENT

Your room is an absolute mess. Why do you have to be such a slob? You never hang up any of your clothes and your wet towels are always on the floor. Your room looks like a pig sty. I don't know how you can stand to be in there. I know I can't. How do you find anything? You can't see anything but filth. I am embarrassed to walk in.

1. I STATEMENT

When I walk into your room and it's not cleaned up, I sometimes feel like I'm being taken advantage of. I know that you're often in a hurry and probably don't like cleaning your room. I don't really like to clean either. But when when I have to clean your room too, it just makes extra work for me. You know how much I like the house to look nice. I would really appreciate it if you would put your clothes away each day and pick up after yourself. It would make my job easier and I wouldn't have to nag you as much. If you have a problem with that or need some help, let's talk about it and see what we can come up with.

2. YOU STATEMENT

You never turn in a paper on time. When you do, it is always a mess. It seems like you just can't do anything right. I give you a simple homework assignment and you can't even get it down. You are so lazy and sometimes I think that you really aren't very smart. Actually, your classmates think you're pretty dumb too.

2. I STATEMENT

When I give an assignment and my students don't turn it in on time, I really feel as if I'm not doing my job well. And when I get a messy paper, it makes me feel like students don't appreciate my efforts. I also feel sad when I think that students don't think very much about themselves. I'd really appreciate it if you could make an effort to be neater in your work and to get it in on time. If you need some extra help, just let me know and I'll try and give you some time.

3. YOU STATEMENT

You are always late. You're never on time and you walk in like you own this place. You interrupt the whole class because we have to stop and wait for you. You are really inconsiderate and rude. The whole class feels that way.

3. I STATEMENT

I'm really glad that you make it to my class, but I noticed that sometimes it's difficult for you to get here on time. I feel bad when I think that you may not really want to come to my class. If you've got a problem that makes it difficult for you to be on time, let's talk about it. Maybe we can come up with a solution. If you really dislike the class and don't want to be here, perhaps you can transfer to a class you'd enjoy more.

Now have students pair up and do the same thing. Tell them to:

A. Pretend your partner is a close friend with whom you have a problem. Tell them what you want to say using only "*you* " statements. The listener just listens without responding, but remembers how it feels to be treated that way.

B. Switch and repeat.

Facilitator role-plays the same activity again with a student using "*I* " statements.

C. Students switch roles and repeat.

Have students discuss their experience. Compare the difference between "I " and "You " statements, both as the speaker and as the listener.

23 . **ACTIVE LISTENING:**Ask for a volunteer to help demonstrate Active listening by doing everything wrong. In other words, as the volunteer converses with you, interrupt, interpret (incorrectly, of course), avoid eye contact, use body language to suggest you are not listening (sitting back in your seat or turning away), look at your watch, talk to someone else—whatever you can to drive the point home that we usually are not active listeners. Allow two minutes and then stop and ask volunteer how he/she felt while talking to you. (The volunteers most likely will say things like, *"I wanted to hit you;" "I just wanted to stop talking to you;" "You obviously weren't interested in what I had to say."*) Ask them if they felt cared about? Now stop and have participants form dyads or triads for some individual role playing. Tell A's to select any topic they wish and begin talking to B's. B's will "not listen" by showing disinterest any way they choose. Allow two minutes. Now ask the same group to practice "active listening" by making eye contact, sit facing partner bending in a little. Tell them to paraphrase when necessary, touch the knee or hand if or when appropriate, and ask questions periodically for clarification. Process by asking foreactions and feedback. Reverse roles and repeat the whole exercise. Remember using triads, C's will coach—sitting by the person who is doing the listening and coaching if the listener needs help being a poor listener or conversely, a good listener when appropriate. Process after each role play.

ANGER AND CONFLICT

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Understand that anger has a healthy side and it is only what you do with it that can be destructive.
- Explain repressed anger and the physical and emotion damage that result
- Identify what makes them angry and some constructive ways to handle their anger.
- * Understand the decision making process that resolves internal conflict
- Explain that conflict is inevitable and even healthy in a relationship.
- Identify some common issues that partners fight about.
- Explain the importance of dealing with conflict rather then avoiding it.
- Identify and explain some positive ways of dealing with conflict.
- Identify and explain the guidelines for fair fighting.
- Understand that abusive behavior or violence is NEVER an acceptable way to handle conflict.

RETHINK SKILLS

These seven skills spell **RETHINK**. When you learn to rethink, you will have new control and power.

RECOGNIZE

- When you are feeling angry.
- What makes you angry.
- What makes your parents, teachers, friends, siblings angry.
- When anger is a cover-up for other emotions....fear, stress, shame, etc.

EMPATHIZE

- Try to see things from the other person's point of view. What is he/she feeling, thinking, experiencing?
- Step back during an anger attack. Be empathic by " *stepping into the other person's shoes."*
- Learn to use I-messages to express your feelings.

THINK

- Often, our anger comes from how we look at things. Some experts say that our thoughts actually create our angry feelings, that no one can make us angry.
- How we think about a situation.
- How we interpret what someone says, and how we handle our frustrations and disappointments.
- What you can tell yourself to change the way you feel.
- About why you are angry and see if you can change your outlook.
- About how you can look at the situation differently so that you can find a constructive solution.

HEAR

- What the other person is saying and where he/she is coming from.
- By looking into the other person's eyes to show that you are listening.
- When someone is feeling hurt because he/she wants to be heard.
- By giving feedback that shows you are listening.

INTEGRATE

- Respect and love into what you say about your anger. (Ex. *"I am angry with you, but I still want to be your friend.")*
- So that anger does not destroy a friendship.
- By clearing the air so a better relationship can result.

NOTICE

- Your body's reaction as you get angry.
- How you can bring yourself under control and calm yourself.
- What works for you (jogging, long walks, music, etc.).

KEEP

- Your attention on the present event.
- Yourself from bringing up old grudges and wounds.
- Your focus on the behavior that is causing the difficulty.
- Personalities out of it.
- Your eye on what triggers your anger.

Order RETHINK brochures; IMHI; 4545 42nd Street, NW, # 311, Wash., DC 20016; (202) 364-7111.

ANGER AND CONFLICT

Anger and conflict are probably the two main reasons why people don't get along. And yet there is nothing wrong with either. It's just that very few of us have ever learned how to handle these feelings in healthy and constructive ways. Anger is a very normal feeling—what you do with it is not always so normal. When you handle it inappropriately you know because you usually end up not feeling very good about yourself.

The way you handle anger and conflict also affects the way people feel about you and treat you. All of us have differences now and then. How you solve the problems you have with others will depend partially on your self-esteem and partially on the skills you learn that will help you disagree without hurting anyone. Once you have these skills and practice them, you may just discover you life is running smoother and you're getting along better with the people in it.

ANGER

I believe anger:

__ is dangerous
__ is always wrong
__ shows weakness
__ is a sign of a serious problem
__ prevents clear judgement
__ is destructive
__ is inevitable
__ is healthy

__ is scary
__ is invigorating
__ should be expressed
__ should be repressed
__ should be controlled
__ can be constructive
__ causes violence

Anger is a common and normal feeling. Everyone experiences it at some time. Some even say it's a built-in biological system necessary to survival. We generally feel mild anger at least once or twice a day from some irritation or annoyance (*A friend says something you don't like; a teacher gives a lengthy homework assignment*). Most people become severely angry at least once or twice a week (*A fight with a best friend; parents ground you for staying out too late*). People express anger in many different ways. Angry behavior may range from sadness, depression and suicide to rage, violence or murder. Although anger is a basic human emotion, it's often used to cover up more primary emotions such as *hurt, disappointment, fear, embarrassment* and even *fatigue*. In other words, when we are feeling any of these more primary feelings, we may express it through anger.

Which of these do you do from time to time when feeling angry?

__ *Act nice while seething inside.*
__ *Redirect or transfer it to someone else.*
__ *Translate it into other feelings.*
__ *Withdraw.*

__ *Save it.*
__ *Store it for later.*
__ *Hide it.*
__ *Cry.*
__ *Release it through other activities.*
__ *Deny it.*
__ *Become physical.*
__ *Become destructive.*

We all have ideas about anger. It's Good or Bad. Right or Wrong. Constructive or Destructive. The truth is it's all those things.

ANGER STATEMENTS

This questionnaire will help you become more aware of your thoughts and feelings about anger. Check off your answers. (Agree means the statement is true for you.)

Agree Disagree
____ ____ 1. Anger is to be avoided at all costs.
____ ____ 2. I feel guilty when I get angry with anyone.
____ ____ 3. I'm very uncomfortable if someone yells at me.
____ ____ 4. People look ugly when they're angry.
____ ____ 5. Anger is an unhealthy emotion.
____ ____ 6. I get quiet and withdraw when I'm mad.
____ ____ 7. I'm worried that if I really say I'm angry, something awful will happen.
____ ____ 8. Overall, it's best to keep my anger to myself.
____ ____ 9. Underneath my anger, I"m sometimes frightened or worried.
____ ____ 10. Sometimes I cry when I'm mad.
____ ____ 11. Sometimes when I'm angry, I like to yell. Then I feel better.
____ ____ 12. Anger is a healthy emotion.
____ ____ 13. The way I express anger is a statement about how I feel about myself.
____ ____ 14. When I try to hurt someone, I'm hurting.
____ ____ 15. When I act ugly, I'm feeling ugly inside.
____ ____ 16. When I pull back and withdraw, I don't want to face what's in me.
____ ____ 17. When I call you names, I may be responding to those things I don't like in myself that I see in you.

(Adapted from the work of Joyce Russell and Dorothy Peck, Palm Beach C. Public Schools, Fla)

GENDER DIFFERENCES IN EXPRESSION OF ANGER

Boys particularly reveal feelings of hurt, fear or rejection by getting angry. This may be because as children, they were told that showing outward emotion was inappropriate or unmanly. But getting angry was okay. They were also encouraged to be aggressive which allowed a physical release for anger. In early childhood, boys play sports more and have more physical confrontations than girls and this continues into adulthood.

Girls, on the other hand, were allowed and taught to express their feeling more openly. The message they generally received was that girls don't get angry. It's unladylike! They did not have an outlet for physically releasing their angry feelings. Today, many women are unable to cope with anger because of their conditioned attitudes. Though boys and girls got different lessons about anger, parents and society in general frown upon outward displays of anger. Parents spanked, yelled, and washed kids' mouths out with soap if anger was expressed too strongly. Some even suggested "*turning the other cheek*" rather than expressing anger. Though it is acceptable behavior for boys to fight physically, it is discouraged by those with authority. Any public display of anger is looked down upon.

REPRESSED ANGER

The results, for the most part, are that people learn to either repress their anger or to express it inappropriately through aggression or violence. For most people, anger is a scary emotion. We've been told to hold it in. We are afraid of what we might do if provoked to a point where we can no longer conceal our anger. As has sometimes been the case, women have been known to throw temper tantrums, get hysterical and occasionally even physically abusive while some men go into fits of rage and become violent. Repressed anger which turns into rage can affect the body physically. It causes muscles to constrict, tensing up the neck and shoulders and even the stomach. It causes adrenalin to pump, the heart to quicken and the energy level to go up.

RESULTS OF REPRESSED ANGER

Let's look at what happens when angry feelings are repressed. Researchers and therapists believe that repressed anger can cause physical symptoms such as muscle tension, headaches, and stomach-aches. If repressed too long, anger can cause physical illness such as high blood pressure, ulcers, heart attacks and mental illness, ranging from mild depression to suicide. There are many types of behavior common to us all that usually indicate anger has been repressed.

Some of them are:

coldness
pouting
withdrawing
ignoring
suicide
sarcasm
blaming (self or others)
cheating
lying
crying
misbehaving
temper tantrums
depression

Some more hostile behaviors might be:

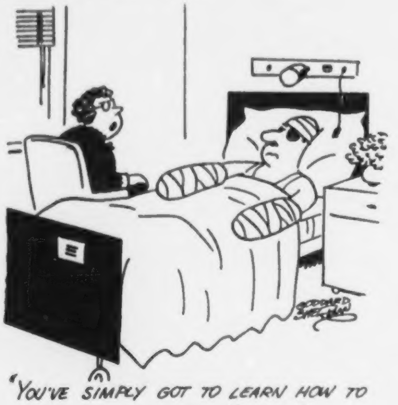
fighting
throwing things
murder
slamming doors
self-inflicted wounds
physical abuse
rape

When we hold back our feelings of anger, or any other feeling, it may get in the way of feeling good or enjoying relationships. Anger can be a way of avoiding closeness. It is almost impossible to feel close or to experience feelings of love or affection when you are repressing anger. Anger turned inward will not only cause poor social relations, but it can cause feelings of inferiority and anxiety. Anger turned outward and appropriately expressed leads to assertiveness, higher self-esteem and improved social and personal relationships.

If repressed, anger can ultimately give rise to low self-esteem. It can make you bitter, cynical and even full of self-hate. Feelings of low self-worth can and often do cause repressed, angry feelings to surface in negative and even hostile ways.

Some people who do deal directly with their anger transfer or displace it. In other words, they take out their angry feelings on someone else (*transfer*) or become unduly angered by some external situation when they're really furious with themselves (*displace*). Others who can't deal with their anger often turn to drugs or alcohol rather than confront their feelings. By being high or drunk all the time, they never have to face these feelings or themselves. They might turn to a life of crime and violence, never stopping to identify or understand their anger.

Some people automatically put down angry feelings without even realizing it and others put them off by just not dealing with them when they come up. Since many of us are either uncomfortable or afraid of confrontations, we shift, bury or dilute our angry feelings. Still others walk around as if they have a chip on their shoulders—as if they were angry all the time. How many people like that do you know? You've heard of Dr. Jekyll and Mr. Hyde. That's still another way people act when they repress or excessively control their angry feelings. One minute they're nice and sweet and the next minute, they fly off the handle, screaming insults or yelling. You've heard about people who *"have gone off the deep end,"* shooting at anyone in sight and killing scores of people. It happened in 1984, in southern California, when a man, upset and angry about his recent separation from his wife, went looking for her in a McDonald's restaurant and ended up shooting dozens of men, women and children—killing twenty-one of them. Though the man was obviously deeply troubled, he also was not able to express his anger or his pain to his wife. He undoubtedly had other serious mental problems, but like so many men, he could not express his deep-rooted feelings. When he could contain them no more, he went crazy.



"YOU'VE SIMPLY GOT TO LEARN HOW TO CONTROL MY TEMPER, HAROLD."

Reprinted with permission Goddard Sherman
National Enquirer

Today, there has been a great deal of attention paid to wife-beating and child abuse. These violent acts are directly related—among other factors—to the fact that these men and women are unable to express their displeasure—their anger—over something their spouses or children have said or done. The only way they know to express anger is through aggressive or hostile behavior.

WHAT'S GOOD ABOUT ANGER

Anger is a warning sign that something is wrong. It's the mind's—and sometimes, even the body's—way of telling you that something isn't right, doesn't feel good or isn't going the way you want or expect it to. Anger often gives you added energy that allows you to deal more effectively with the problem. It sometimes allows you to take a strong stand against injustice and inequality. Actually anger is only bad if it is repressed, resisted, ignored or inappropriately expressed. The more you resist, deny or bury it, the stronger and more frequently it will surface. It is okay to release it, provided it does not *1) endanger yourself or others, 2) damage property, 3) embarrass or threaten anyone, or 4) involve acting out in a hostile manner.* Often just talking about your anger—really talking about what is making you angry or why you are feeling so mad—can have miraculous results. Angry feelings can literally disappear once they're expressed, provided that they are openly and honestly declared.

CONSTRUCTIVE RESPONSES TO ANGER

There are some safe and constructive ways to release your angry feelings. You may not have a choice about becoming angry, but you do have a choice of how to respond to it. Here are some options that can be varied depending on the intensity of the anger.

- Talk it out with an objective person (friend, parent, teacher, clergy) who is a good listener and will give you feedback that may help you to deal with or understand your anger better.
- Close your eyes, breath deeply and become aware of the feelings you are having. Try to stay with them until they gradually begin to lessen.
- Use imagery. Close your eyes, imagine the angry scenes and act out your feelings.
- Write down your feelings in vivid terms. You may want to write a letter to the person with whom you are angry. Then you can mail it or just tear it up. If you decide to mail it, wait a few days and read it again. You may want to reconsider your decision. Seeing your feelings on paper may help you to see the picture more clearly or realistically.
- Avoid watching violent movies that may cause repressed, angry feelings to surface in hostile and negative ways. Researchers have proven that the watching of violent acts can cause hostile behavior.
- Go somewhere private where you can scream and yell without being disturbed (or arrested for disturbing the peace).
- Go to your room and beat on your pillow.
- Exercise, jog, or take part in any sport that allows some physical release.
- Take a long, slow walk. (Time enough to cool down.)
- Take a deep breath and count to ten.
- Cry. Crying can help rid you of tension or feelings of hurt, grief or sadness which can contribute to anger.
- Listen to any kind of music that soothes and relaxes you.
- Take a cold shower to cool off or a hot bath to relax.
- Work out a puzzle. Sometimes putting the mind to a difficult or challenging task can lessen angry feelings.

- Watch something calming—a sunset, the moon, a river, lake or ocean, if near by.
- After you've done whatever helps you release your pent-up feelings, sit down with the person with whom you are angry and talk about it. Get it off your chest!

It is inevitable that you will get angry from time to time. Remember, anger is not the problem—what you do with it is. It is the denial of these feelings to yourself that creates disturbing symptoms. If it isn't released constructively when it occurs, it can develop into lowered self-esteem, depression and even rage and violence. There is absolutely nothing positive about expressing anger in hostile or violent ways. Know your signals and respond appropriately by allowing yourself to feel the anger, talk about it, get past it and let it go. Be in control of your anger, don't let it control you.

ANALYZING YOUR ANGER RESPONSES

Read over your responses. What attitudes towards anger are you now aware of? What can you say about your behavior regarding anger?

List five ways to express anger that you feel would be appropriate. Example: Directly stating *"I'm angry."*

1.

2.

3.

4.

5.

CONSEQUENCE CHART

Often, it is difficult to make a decision because we don't know what the possible consequences are. At times, we are unaware that there actually are consequences. And still at other times, we just don't want to think about what the consequences might be. Realistically, to make a rational decision, one must think about all the choices available, consider the consequences and then think about the alternatives, if necessary.

The following is a chart showing certain behaviors and the potential positive and negative consequences that could result from those behaviors. It is important to remember that there will be times when the consequence is positive or at least times when the positive outweighs the negative.

BEHAVIOR:	POSITIVE	NEGATIVE
STUDY:	get good grades feel good about yourself get into college	feel tired no free time can't watch T.V.
DON'T STUDY	have more free time go to parties	get bad grades watch T.V. not get in college
DRINK:	don't feel so inhibited fit in with crowd don't have to deal with reality	make a fool of yourself get killed total your car kill someone feel awful
DON'T DRINK;	stay sober make new friends keep your body healthy	may not fit in can't make excuses have to face reality
HAVE SEX;	may feel good feel like an adult makes you feel close to person	get pregnant (or get girlfriend pregnant) have to leave school get STD's feel used
DON'T HAVE SEX;	don't worry about diseases don't worry about being pregnant concentrate on school increased self-respect	may not fit in with crowd may feel like you're missing out on something may lose boyfriend
FIGHT	friends think you're cool think girls are impressed people leave you alone	get hurt get arrested suspension
DON'T FIGHT	stay healthy resolve problems by talking remain friends	look like a coward stay mad take it out on someone else

OVEREAT	escape takes up time • enjoy eating	gain excess weight lose self esteem
DON'T OVEREAT	maintain weight have more energy feel good about yourself	don't get to eat everything feel deprived
STEAL	don't have to pay look cool get things you can't afford	feel guilty get suspended get arrested
DON'T STEAL	don't feel guilty don't feel paranoid can't get into trouble	have to pay stand in line can't have as much
CHEAT	don't have to study may do better on test feel you outsmarted teacher	geel guilty get caught get expelled
DON'T CHEAT	pass the test by yourself feel proud	have to study may do poorly
USE DRUGS	escape look cool temporarily feels good	get addicted spend your money get arrested
DON'T USE DRUGS	stay healthy save money be independent	may not fit in people think you're scared
BREAK LAWS	look cool do what you want	get in trouble get hurt • go to jail
DON'T BREAK LAWS	don't get into trouble people trust you	may not fit in people think you're a coward

PERSONAL CONFLICT

When we think about conflict, we generally think of conflict between two or more people. But all of us have occasionally found ourselves in conflict with our own feelings or values. From time to time, we struggle with personal conflict that requires us to make decisions that will affect our lives. Since we are not fortune tellers, it is hard to predict what decision will be right at the time. The most difficult thing about making a decision is that we cannot always base it on past experiences. Each time a new struggle comes up, we have to search our minds and souls and come up with a new decision that will be appropriate for the occasion.

The decisions you make can turn your life into an enjoyable, productive one or a living hell. When you make wrong decisions, it can affect your entire disposition. You may worry, feel bad or guilty, get angry or maybe even become violent when you can't handle the consequences. The process of getting there—of making a decision—also may cause a great deal of anxiety. When you feel this way, you can't possibly be productive on the job or in the classroom. It may also be difficult to get along well with those around you—whether they be friends, family or fellow employees. Let's look at the kinds of personal conflict you experience and what you do to resolve the problem.

One problem I've had recently is: ____
The way I solved it was: ____
Another alternative might have been: ____________________________________

CONFLICT RESOLUTION AND DECISION MAKING

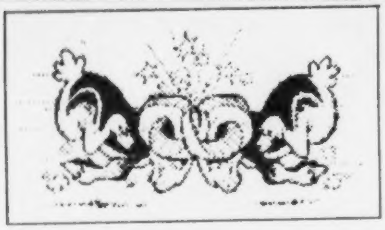
The following six steps may help you to make more mature decisions and resolve personal conflicts.

1. **CALMLY identify and clarify the problem or situation.** (Be clear about whether there is a problem and just what it is.) *Should I go to the party even though some of the kids will be drinking or using drugs?*
2. **Explore alternatives through brainstorming.** (Talk it over with a friend or close adult whom you respect.) *Well, I really want to go to the party. Maybe I can talk it over with my parents. Or maybe I shouldn't say anything and just plan to do something else that night.*
3. **Consider the consequences of each alternative** (See Consequence Chart) (Think through each alternative in terms of the outcome for you.) *I don't want to lie to my parents, but if I go and my parents find out that there was drinking, I'll be in deep trouble. If someone decides to call the police, I could get arrested.*
4. **Evaluate all alternatives and options.** (Weigh all the facts before making a decision.) *Though I know that I am a responsible person, It's just not worth taking a chance going to the party. There will be other parties.*
5. **Consider your own and your family's values.** (Can you live with your decision?) *Will my parents be disappointed if they find out there was drinking? Will my parents trust my judgement? Do I want to hang around people who are going to do harmful or illegal things?*
6. **Choose an alternative or solution.** (There is rarely only one way to solve a problem.) *I think I'll call a buddy and go to the movies that night. There's a movie that I've been wanting to see anyhow.*
7. **Implement decision.** (Stand by your convictions.)

I've got to learn to stand by the decisions that I make. Sometimes it's hard to now what is really right for me at the time.

8. **Set a time for evaluation.** (Decisions can always be changed at a later date.) Some later date, I'll sit down and think about the decision that I made and see if it really was the right thing to do. Maybe next time, there won't be alcohol atthe party.

CONFLICT



In any relationship in which people feel free enough to be themselves and to express their own points of view, conflict is inevitable. Since no two people are going to have precisely the same wants, needs, values and beliefs, at some point those differences will cause them to disagree.

Conflict itself is never really the problem. Confrontation and releasing one's feelings, even when negative, are healthy in any relationship. Actually, unresolved conflict can spoil a relationship forever. What causes the problem between two people is the way most choose to deal with or handle conflict.

LIFE IS 10% WHAT HAPPENS TO YOU AND 90% HOW YOU REACT TO IT.

Most of us have never learned how to handle negative emotions in a positive or constructive way. The reason for this shortcoming in many men and women may be related to the way both sexes are socialized to respond to anger. Most women were taught to suppress angry feelings because they weren't "ladylike." And many men were told that the only emotion they were allowed to reveal openly was anger. Generally men and women have different fighting styles. Women are more apt to cry or yell when they are feeling frustrated, abused, defeated, hurt or scared while men display very different behaviors when angry. They either clam up, leave the scene of the fight or get into a physical—often violent—confrontation when angry.

Whatever the reason, conflict or the inability to handle it is a major source of problems in most relationships. We respond to conflict in many different ways. Some pretend it doesn't exist; others bicker constantly. Some are verbally abusive, others withdraw and still others respond with physical violence. Often people respond to negative feelings or behavior by becoming hostile or defensive. In order to protect themselves, some feel that they must retaliate, attack or get even. And still others form a protective veil around themselves and withdraw into their shell like a turtle.

The results of these behaviors often are that individuals hold back their feelings and avoid talking about issues, which cause further anxiety and discomfort. Finally, they begin to pull away from one another and the relationship loses its most essential ingredient—whether it be friendship or intimacy. Since defensiveness interferes with the communication that is being sent, it is almost impossible to move toward reaching a solution.

Before we look at ways of handling conflict, let's first identify some of the issues people argue about.

FIGHT ISSUES

Various surveys reveal different factors as primary sources of conflict. One recent one breaks down the issues into five groups, listed below in their order of occurrence:

- roles, affection, sexual relations and couple's relationship
- job and money
- family, friends and children
- religion, values and residence
- time, attention and social life

Problems people fight over will probably always be there, but the approach and style of fighting can change so that egos aren't so bruised and loving feelings can remain intact. Generally, the start of a fight signals that some changes need to be made in the relationship. And if you know how to fight constructively and fairly, changes can be negotiated so both partners are satisfied with the results and neither feels as if he or she has lost.

When a discussion—an exchange of opinions, ideas and emotions—gets heated or turns into conflict, often one or both partners begins to bicker. Bickering usually insults, arouses anger and creates the desire to get even with the partner. At that point, closeness stops and barriers go up.

Is there some way to avoid these patterns which we believe are just human nature? The answer is yes. There are rules and guidelines that can help you identify effective techniques and allow you to fight fairly with others.

People must first recognize that most conflicts occur because there are two separate and distinct individuals who frequently have different viewpoints about the same issues. It's important to get past the need to win or be right and understand that when people disagree, neither is necessarily wrong—he or she simply holds a different belief or position. At that point, a mature resolution or compromise can be made.

Then, ground rules and boundaries can be established for dealing with conflict. The rules should be flexible enough so that as needs change and individuals grow, new boundaries can be set.

DO I REALLY WANT TO FIGHT?

If you do have an issue that is bothering you, before you jump into the *"boxing ring,"* ask yourself these questions.

- **"Do I really have a legitimate complaint or am I just looking for a fight?"**

- **"Am I really sure that my partner's behavior is bad for the relationship or do I just want him or her to think or act the same way I do?"**
- **"What does this fight really mean to me? If I 'win'—will I really win or will I only put more distance between us?"**
- **"Am I being realistic or am I just overreacting to the situation?"**
- **"How will my partner respond? Will taking a stand be worth the price I pay?"**
- **"Will my partner get my message the way I'm saying it? Or am I too upset to be rational or to send a clear message?"**

If after asking yourself these questions, you still believe your point is worth fighting for, then there may be the need for a confrontation. But it shouldn't be a ten-round fight—not if you both know the fight rules and don't hit below the belt.

RULES FOR A FAIR FIGHT

So how do you fight fairly? You might try following some of these guidelines developed by numerous researchers, psychologists and therapists.

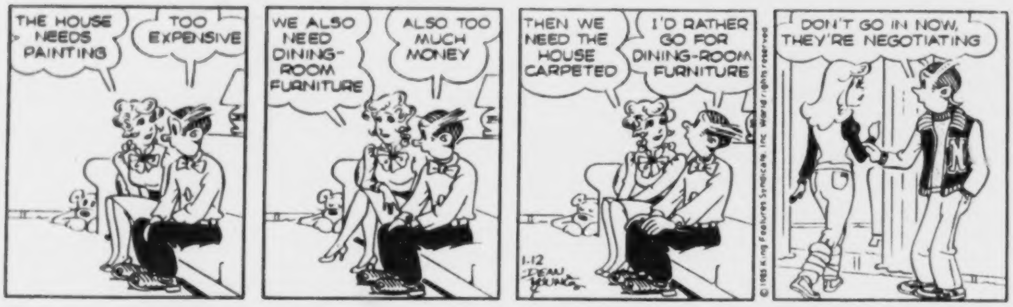
- **Don't hit below the belt. Know the other person's belt line.** As in boxing where it is unfair to hit below the belt, it is unfair to attack in an area that will cause pain or discomfort. If you know there are certain areas about which the other person is vulnerable—such as, weight, ex-partners, or death of a family member—don't bring it up when you're having a confrontation.

- **Keep fights up to date.** The opposite of this is commonly referred to a *"gunnysacking,"* which means storing up all your grievances (in a sack) so that you get so bottled up, you finally burst with anger and.hostility. If you deal with each issue as it comes up, you won't find yourself feeling like a stick of dynamite or a gunnysack—ready to explode.

- **Be careful to avoid the roadblocks to communication discussed earlier.** Using any of those behaviors is unfair fight tactics. And remember, most of them will only cut off clear communication and cause your partner to turn a deaf ear.

- **Establish ground rules and boundaries to deal with conflict.** Both people must agree and be comfortable with the guidelines and must be willing to abide by them. Remember to make them flexible so they can be changed if necessary. Be sure the first rule says there will be no physical abuse at any time or for any reason.

- **Don't fight with the sole intent of winning.** Remember, if you win but the other person loses—you both lose. The only way to fairly resolve conflict is for both partners to win. Some people win the fight, but lose the relationship. The only way for both people to win is to negotiate a mutually rewarding *compromise*.


THE HOUSE NEEDS PAINTING
TOO EXPENSIVE
WE ALSO NEED DINING-ROOM FURNITURE
ALSO TOO MUCH MONEY
THEN WE NEED THE HOUSE CARPETED
I'D RATHER GO FOR DINING-ROOM FURNITURE
1-12
DEAN YOUNG
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DON'T GO IN NOW, THEY'RE NEGOTIATING

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- **Don't get into blaming or scapegoating.** In other words, be sure you're channeling your anger in the right direction. Often when we get mad at someone or something, we transfer those feelings to another person with whom we are more comfortable. We do this because of our fear of confronting someone in authority, angering someone we care about or just because of our discomfort with confrontation.

Joan has a bad day at school. She feels as if the teacher picked on her for no reason. When she goes to meet her boyfriend, Doug, after school, she's in a pretty lousy mood. When he's fifteen minutes late, she jumps all over him, accusing him of being with another girl and not caring about her feelings. Doug tries to explain he had to stay after for a teacher's conference, but Joan just doesn't hear him. Joan is transferring her feelings of frustration caused by her interactions with her teacher, and taking them out on Doug. Was Joan really that angry at Doug? Or was she just using him as a scapegoat?

- **Be honest, but use discretion and good taste.** It's important for people to be able to disclose personal thoughts and feelings even when they're negative. When to hold back will be a personal decision. If this is supposedly someone for whom you deeply care, then remember that you're not out to hurt or destroy him or her. (If you are, you don't belong in that relationship.)

- **Be specific about your complaint.** Don't hint at, be vague or expect the other person to know what is bothering you. Spell it out clearly and concisely. Too often arguments are fought without the real issue ever being discussed. If you beat around the bush or hem and haw, you undoubtedly will never resolve the conflict. Conflict is usually handled when two mature people can openly and specifically talk about the issue or issues that are really bothering them.

Clarisse is really upset because Eugene spends a lot of time talking with her girlfriend, Coretta, who takes a biology class with him. Clarisse says to Eugene,"You and Coretta seem to spend a lot of time together. You know she's my best friend, don't you? We tell each other everything. She's real loyal.

Clarisse hasn't stated her feelings at all. So Eugene cannot respond with much more than "Yea, so what?" A more effective confrontation might go like this: "Eugene, I guess I'm feeling a little jealous about the amount of time you spend with my girlfriend, Coretta. I'd like to know if there's anything between you that affects our relationship or are you just talking to her about your biology class?" Now Eugene says, "We're working on a biology project together. I guess I should have told you so you wouldn't get upset or be jealous. I'm sorry!"

- **Try to limit your confrontations to one area.** If you bombard a person with a lot of problems that you're upset about, he or she probably will not be willing to resolve any of them. First of all, he or she can't possibly make all those changes at once. Secondly, if your list is that long, it will probably come across as a downright attack on the other person's entire being. The response may be, *"If you don't like me, then why do you go out with me?"*

- **Try to schedule your fights at appropriate times.** Appropriate in this case means when both have time, other people aren't around and you're both in the mood to handle conflict.

  Jane says to Howard as he is walking out the door to go to work, "I've got to talk to you now. There's something that really has been bothering me." Howard says, "Can't we talk later, I'll be late for work?" Jane says, "No, I have to talk to you right now." Do you think she'll get Howard's complete attention? Do you think Howard will be willing to make any positive changes when he knows that if he's late for work his boss will dock his paycheck?

  or:

  Victoria and Sam have just gotten home from work, when Sam says, "I'm really upset with something you did yesterday." Victoria says, "Okay, I'd really like to talk with you about it, but can it wait until after dinner when I've had some time to relax and unwind?" If Sam were to say no, do you think Victoria would be responsive to his complaint?

  or:

  Theresa calls Jack to talk to him about the way he's been treating her. He answers the phone and says "Hi, I'm really bummed out, I just flunked my English test." If Theresa were to continue with her intended message, do you think it would do much for their relationship?

  That's what appropriate time means. For a conflict to be resolved, both partners must be responsive and in the right frame of mind to agree to change or even to compromise.

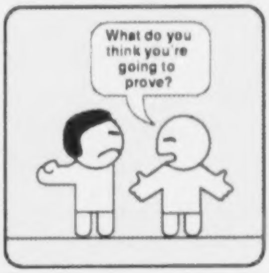
- **Think before you speak.** Don't just blurt out words or statements that could deliberately hurt another person. Consider the consequences, as well as the results you're seeking. Have you ever seen a movie where the woman yells, *"I hate you! I never want to see you again!"* or the man screams some verbal abuse as he walks out and slams the door? In the movies, the next scene usually finds them together hugging and kissing saying, *"I'm sorry, I didn't mean what I said."* Well, that only happens in the movies. In real life, people don't always get over their hurts so quickly and they may not be so forgiving.

- **Remember to use "I" statements.** When trying to get the other person to make a change, be sure to make requests by using **"I"** statements.

  Anne wants her boyfriend to be more affectionate. She says, "You're so cold, can't you be more affectionate?" Leon, who doesn't think he's cold, ignores her plea.

  Suzanne, who has the same problem, says to Johnny, "I really love it when you put your arms around me. It makes me feel like you really care. I'd really like you to do it more often." Naturally, Johnny, who now is really feeling pretty good about himself wants to please Suzanne, so he is more than happy to meet her need.

- **Have alternative solutions so both partners can win.** If one solution doesn't work, be creative and find one that will. *"If at first you don't succeed try, try again."* The world is not all black or all white. There is a large gray area where you may discover a way to settle your differences.


What do you think you're going to prove?

- ***Violence or physical abuse is NEVER okay.*** Physically abusive behavior is never an acceptable alternative. First of all, it ***NEVER*** solves the problem and it always make it worse. But no one, at any time—no matter how valid his or her angry feelings are—has the right to inflict physical pain on another human being. A person cannot continue to care for and respect someone who abuses him or her. The abuser suffers from a very low self-esteem and has not learned to control or communicate his or her anger.

WORDS CAN SETTLE A CONFLICT—HITTING OR BEATING SOMEONE CANNOT!! ABUSE OR VIOLENCE IS NEVER AN ACCEPTABLE WAY OF HANDLING CONFLICT!!!

- **COMPROMISE, COMPROMISE, COMPROMISE.** People who truly care for and respect each other know the importance of compromise. They also know that compromise doesn't mean sacrificing their own needs. It simply means caring enough about another person to find a way of working out the problem.·

- **After the conflict, discuss the possible circumstances that brought it on.** At some point—though not necessarily immediately after—it might be a good idea to discuss both persons' reactions and feelings about the conflict. Talking about how angry or hurt you were may allow the other person to know you better. Often the real reason for certain feelings lies in our childhood or past history and sharing that history can help people understand each other.

> *Maxine's father never listened to her when she talked, so whenever someone didn't listen to her she would get very upset. Don, her boyfriend, was usually a good listener. One day, Maxine was telling him about something that had happened and Don was obviously not listening because he kept looking away. That day, he was preoccupied thinking about the basketball cuts that were being announced the next day at school. Maxine, not knowing this and remembering her father's behavior, became extremely upset and overreacted.*

If they had a discussion after the incident in which Maxine could share her feelings about her father's constant inattentiveness, Don might have understood her reaction.

- **Use descriptions instead of judgment or interpretations when voicing a complaint.** Try to focus on the behavior you want to change. Don't put the other person down while doing so. Instead of saying "You obviously don't care about my feelings," *try " I wish you had paid more attention to me last night at the party."* (This is a combination of using "I" statements and being specific.)

- **Stay in the present.** Don't drag out past conflicts. Fair fighters deal with current issues only. They don't say things like, *"Why do you always forget to call?"* or *"This is the fourth time this year you've done that."* They only express feelings about things that are happening in the present.

- **Try to schedule daily news conferences in relationships.** If both partners take some time each day to report on daily happenings, problems or feelings, the chance for conflict will be lessened. Conflict is usually a result of lack of communication or misunderstandings. Holding daily *"news conferences"*— even if they're only five minutes long—can make a difference.

- **Know when to terminate a fight.** Each person should be sensitive to the other. If either one goes too far, hits below the belt or becomes verbally or physically abusive, the fight is probably out of control. It is doubtful that anything will be resolved. Actually the conflict may get worse. Knowing when to terminate may rescue both people from a collision that might be fatal to the relationship.

- **There are six important words that should come at the end of every fight: *"I am sorry"* and *"I forgive you."*** If those words can't be expressed, then the conflict should come to a close with something like: "*We still need to resolve this. Can we talk about it again later?"* Unresolved conflicts can turn into all-out war.

- **Remember that making up is an important part of having a fight.** (Actually it's the best part!) When the fight is over, let it go. This is the time to reaffirm your affection and respect and to remember the feelings you had that brought you together initially. Holding a grudge will only make you feel worse and will destroy any future relationship.

- **Keep your sense of humor during a conflict.** When appropriate—humor and laughter can lift a discussion of differences to a level that is easier to handle. That doesn't mean laughing at the other person's point of view, just recognizing that you can find humor in even the most serious of situations.

- **Don't use prior intimate disclosures to prove a point or get even.** When we're angry, we often use every tactic we know, even unfair ones, to *"win"* or to get revenge. If you use information that the other person has shared with you at a vulnerable moment, don't expect him or her to continue to share those kinds of feelings.

> *Henry finally began to open up and share his real feelings with Esther. He told her he was really scared sometimes when he was on the football field. He told her in confidence because he wanted her to understand how he really felt during a football game. A week later, Esther was mad at Henry for flirting with another girl and, during a heated discussion, said, "Were you flirting just to prove your manhood since you aren't much of a man on the football field?"*

If their relationship survives, Henry will probably not open up again. Intimacy can be shut off by this unfair fight tactic.

- **Try writing your complaint down.** Often, first writing down your angry feelings lessons their intensity. Sometimes, expressing feelings in writing clarifies the issues so you are better able to make specific requests for change.

- **Not every conflict can be resolved satisfactorily.** There will be times when viewpoints are just too far apart. This is where respect comes in. Respecting each other's differences will help you to agree to disagree.

- **Be aware of non-verbal messages during a conflict.** If you say, *"I'm sorry, I'll really try to change that behavior,"* but you're looking around the room with your hands on your hips and tapping your foot, your verbal message may not be believed.

- **Don't withdraw, pout or sulk when you're upset.** Silence, which is a strong form of communication, cannot resolve a conflict. If you do not communicate your needs, you can't expect them to be met. Actually, withholding information only creates more problems.

- **Listen well.** If the other person disagrees, allow him or her to express him or herself. Show respect for another's viewpoint by listening and putting yourself in his or her shoes.

- **Don't rant, rave, yell or scream and expect the person you are communicating with to listen or be willing to make any changes.** Remember, *"It isn't what you say, it's how you say it."* All of us deserve to be treated with a

> degree of respect even when we've done something wrong. After all, we're all human and we all make mistakes. Unless you're being physically abused, there are better ways of dealing with your anger and resolving a conflict. As angry as you may be and as appropriate as your anger may seem to you, if you unleash it with verbal abuse—don't expect a loving partner to say "Yes dear" or "Yes sweetie, whatever you say." (They might say that just to shut you up!) What they're really thinking is "Here he or she goes again. I wonder how long this screaming will last."

If you must get it out of your system and the only way you can is to carry on, then here are some safe ways to do it. Go off by yourself, to your room or some other quiet place where no one else is around, and let go. Throwing a temper tantrum in public would be considered quite childish and you'd no doubt lose self-respect, as well as the respect of those who witnessed it. But doing it while alone can be quite therapeutic. You can kick, scream, pound your pillow, throw things (not things you'll later be sorry for breaking) and just let out all your angry feelings. Or you might try playing your favorite sport a little more aggressively (providing you don't hurt someone) or go jogging. Sometimes, the physical release itself reduces angry feelings. Now you might be ready to try the *"fair fight for change"* with your partner. (This will be explained at the end of this section.)

Authors Peter Wyden and George Bach have identified various fight techniques in their book, **The Intimate Enemy**. This one they call the ***"vesuvius,"*** in honor of the famous volcanic mountain, Mount Vesuvius. The vesuvius is a blowing-up ritual that lets you scream, yell and name call, if you wish, to allow you to get everything that's been bothering you or that's bottled up (**gunnysacked**) off your mind. It is done only with permission and for a limited, predesignated time. No response is expected and the partner knows that it will not bring about the change that is wanted. It is simply to blow off steam and, hopefully, to get over it. Here's the way it works.

If you feel you must scream and yell before you can talk reasonably, then you simply tell your partner that you need to use the vesuvius tactic so you can get some things off your mind. (Obviously you've discussed this technique by now. It won't work very well if the other person doesn't have any idea what a vesuvius is). If he or she says okay, you ask for a specified time period. *"I like to use the vesuvius technique to get some things off my mind that I'm really feeling angry about. Would you give me two minutes?"* (Any amount of *"reasonable"* time may be requested.) If the person says yes, then for two minutes you can erupt just like Mount Vesuvius and let go of the *"stuff"* you've been carrying around. During this time the person does not respond and when the time is up you have a *"fair fight for change."*

Another tactic that Bach and Wyden use is the ***"haircut."*** The haircut is similar to the vesuvius in that you are also allowed to strongly verbalize your feelings, with permission and for a specified time. But this time, you are only allowed to focus on one particular complaint. You can only nag or complain about one thing that the other person has done that bugs you. The partner may not respond, except if he or she needs clarification. Again when this is over, it's time for the "fair fight for change."

We know that unleashed, verbal attacks create hostility and usually serve no purpose. Can you see how using the *"vesuvius"* or *"haircut"* allows you to let off steam without destroying or antagonizing your partner? It really does work but it takes practice.

FAIR FIGHT FOR CHANGE

I MAY NOT ALWAYS BE RIGHT BUT I'm NEVER WRONG.

A *"fair fight for change"* is a fight that leads to greater mutual trust, understanding and cooperation. It is a process that allows one partner to air complaints, be listened to and then ask directly for some action. Here's how it works. Couples should sit facing each other.

- **First you ask for permission to fight** Lisa says, *"John, I'd like to discuss something that has been bothering me."*
- **Then you present one specific complaint.** *"I'm really mad at you for not taking me to the football game."*
- **Then you ask your partner for feedback.** (The partner should paraphrase your feelings to be sure he or she understands them.) John responds by saying *"Yes, I understand that you're really mad at me because I didn't take you to the game."*
- **Then you thank him or her for listening and understanding how you feel.** Lisa says, *"Thank you for listening to me."*
- **Now you make a specific request for a behavioral change.** Lisa says, *"Next time, I'd like you to ask me if I want to go to a game, instead of assuming that I don't."*
- **Again you ask your partner for feedback to be sure your request is understood.** John says, *"Okay, you want me to ask you if you want to go with me to a game instead of my taking it for granted that you don't."*
- **You thank them again for listening.** Lisa again says, *"Yes, that's right, thank you for really hearing what I'm saying."*
- **Then you ask whether he or she is willing to make the requested change.** *Lisa says, "Will you please ask me first, before you go to a game from now on?"*
- **Give your partner the opportunity to accept or decline. If he or she accepts, find out if it's an unconditional acceptance—without strings—or conditional (only if certain conditions are allowed).** John says, *"Yes, I'm willing to ask you to some games if you agree not to complain when I go without you."* (Conditional agreement)
- **Now you give feedback by paraphrasing your partner's response.** Lisa says, *"So you'll ask me to go to a game with you if I don't bug you when you go without me. Is that right?"*

- **Then you thank your partner again (even if the request is declined) for listening to you.** Lisa says, *"Thanks, John, for helping me work this out. It was really bothering me."*

- **If not resolved, ask your partner if you can find some workable solution now or discuss it again at a later date.** If John had said, *"NO, I'm not going to ask you to go to games with me because that's a time I spend with my buddies."* Then Lisa might say, *"Well how can we work this out, so I won't feel so badly?"*

- **Reaffirm your feelings for each other by some token of affection or appreciation.** Lisa gives John a big hug and kiss.

This may seem so structured, forced and even a little phony, but after awhile, it will become less structured and just a natural way to deal with conflict or differences. The *"fair fight for change"* tries to avoid communication roadblocks and attempts to follow all the rules outlined in this section. Its purpose is to allow two people to respond maturely to conflict. It is specific, direct, deals with the present, allows one partner to get the problem out while the other is either respectfully listening or asking for clarification to avoid misunderstanding and, finally, it requests change or asks for some resolution of the problem. It can build trust, relieve the fear of confrontation, reduce hostility and strengthen intimacy.

By combining the *"vesuvius"* or *"haircut"* with the *"fair fight for change,"* you don't have to hold back your anger. You can direct it and turn it into a productive technique to work toward the changes you are seeking.

SCORING A FIGHT

There are a number of areas you can observe to know whether you had a fair fight. The most obvious is whether you resolved the conflict. But actually the most important result should be how you and your partner feel about yourselves and each other after a fight. If the situation was made worse or feelings were deeply hurt, then the fight accomplished nothing, except to make you and your partner more distant. The real purpose of a fight should be to bridge the gap and dispel misunderstandings so intimacy can be increased.

Here are some specific areas, adapted from the book *The Intimate Enemy*, to look at after a confrontation:

- **Was the fight over something realistic that could be changed?**
- **Did both partners act fairly and not hit below the belt?**
- **Were both partners actively involved in the conflict? In other words, was one actively listening while the other spoke?**
- **Did both partners take responsibility for their own feelings and behavior?**
- **Were you able to include a little humor in the discussion?**
- **Was the person with the complaint able to be specific, direct and concise so that the other partner easily understood the problem?**
- **Was the problem resolved acceptably to both partners so that each is a winner and no one a loser?**

- **Did you make up, leave the issue behind and end up feeling warm and having good thoughts about each other?**

If you can answer yes to these questions after you and your partner have had a fight, then you had a **fair fight**—one that leads to change and greater closeness.

SHOULD CHILDREN SEE THEIR PARENTS FIGHT?

Some people believe you should never fight in front of children. Today, many therapists do not agree with that belief. If you decide to have children, don't be afraid to let them, *occasionally,* see you and your spouse argue. It can serve as a lesson about people and relationships. It allows children to see that people are different. They will see that people feel and act differently and that people can disagree and still love each other. Children should **never** be exposed to violent fights between their parents (which, of course, shouldn't occur anyway). Not only will such action frighten them, but they may also come to believe that it is acceptable behavior when having an argument.

VIOLENCE IS NEVER ACCEPTABLE BEHAVIOR.

CONCLUSION

We have looked at conflict, why it occurs, what happens when it does and what to do when it happens. We know that conflict is inevitable because two people cannot always have the same viewpoints at the same time. We know that real intimacy increases when people reveal their true feelings, air them out and deal with them. We know if one partner is disturbed, then it becomes a mutual problem affecting the total relationship. The way we handle conflicts determines the success or failure of a relationship. By following some of the guidelines in this chapter, you may have the opportunity to maintain a healthy and loving relationship. Learn how to be a fair fighter and you may find your life easier and more productive. And you may even discover more love in your life!

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REVIEW QUESTIONS

Anger

1. Explain what is meant by repressing angry feelings.
2. Explain what it means to transfer or displace anger.
3. What are some physical symptoms that might be brought on by repressed anger?
4. Describe some of the behaviors that are often caused by repressed anger.
5. Do males and females react or respond the same way to anger? Explain.
6. Describe society's general attitude toward anger.
7. What are some reasons people repress their anger?
8. Explain the connection between repressed anger and violent behavior.
9. What do we mean when we say he or she has a Dr. Jekyll/Mr. Hyde personality?
10. Explain what is good about anger.
11. Describe some safe ways to handle angry feelings.

Conflict

1. Why is conflict inevitable in a relationship?
2. Do men and women fight differently? How?
3. What are some issues people fight over?
4. Can conflict be a warning signal that the relationship needs some work? Explain.
5. What questions should you ask yourself before deciding to have a confrontation?
6. What are some of the guidelines for a fair fight?
7. What does belt-line mean?
8. Should guidelines be firm or flexible? Why?
9. Should you always be totally honest with your partner?
10. Why is it important to be specific about your complaint or request for change?
11. What occurs when one partner is *verbally* abusive in a fight?
12. Why is it important to schedule confrontations?
13. Is violence an acceptable behavior during an argument? Why?
14. What is meant by a "daily news conference?"
15. Why is making up after a fight so important?
16. Is non-verbal communication important during a fight?
17. How can you score a fight and tell if it was productive?
18. Should parents fight in front of their children? Explain.

DISCUSSION QUESTIONS

Anger

1. What makes you angry?
2. What do you do to control your anger?
3. What do you do when you get angry?
4. Do you ever lose control when you're angry?
5. What do you say when you're angry?
6. How many times a day do you get angry?
7. What made you angry yesterday (today)?
8. How do your parents and family members handle anger?
9. How do your parents and family members respond to you when you're angry?
10. What messages did you receive about anger as a child?

Conflict

1. How do you deal with conflict?
2. What do you do when you're mad at someone?
3. How do your parents handle conflict?
4. Do you think it's healthy to fight?
5. How do you resolve your conflicts?
6. How do you act or feel when your requests for change aren't respected?
7. How do you feel about using physically abusive behavior to settle an issue?
8. Do you use violence when you're angry?
9. How do you make up after a fight?
10. What do think about the "fair fight for change?" Do you think you will ever use it?
11. Remember your last argument. How did you solve it? Did you fight or talk about it? How would you handle the conflict now?

TEACHER ACTIVITIES: CONFLICT

I. **Problem Solving Duos** Have people pair up. Have each person pretend that his or her partner is someone with whom they have a problem. Each person does A, B, and C and then they switch.

A. Describe the problem and how it makes you feel using "I" statements.
B. What do you want the other person to do about the problem? This is a description of what you would like and why.
C. What are you willing to do or willing to change or give up to resolve the problem? Start with "I'm willing to ___ if you'll ____."

A third person may be added to read the questions and keep the exercise focused. There is no dialogue. This provides a chance to listen carefully as well as an opportunity to speak one's feelings uninterrupted.

2. Form students into small groups for an exercise using the "Decision-making and Conflict-resolution chart." Allow each group to select one of the following three situations and ask them to problem solve using the eight steps outlined in the chart.

A. DONNY AND CINDY

Donny and Cindy have been dating for a few months. They really care about each other and are together whenever possible. Cindy's parents like Donny, but feel that at 16 she shouldn't be seeing that much of him and should be going out with other boys.

Lately, Donny has been putting some pressure on Cindy to become intimate. He feels that if she really cares about him and loves him as she says she does, she will have sex. This Saturday, Donny's parents are going out of town and he has asked Cindy to come over and spend the day.

Cindy wants to be with him, but is afraid that if she goes, she may be putting herself into a situation she cannot handle. She knows that she must make a decision and tell him, but she just can't decide what to do.

B. JOHN AND HIS FRIEND CHARLIE

John is home on a Friday night because he had nothing to do. He is feeling a little bored when his friend Charlie calls. Charlie tells him that he's "borrowed" this really neat car that goes real fast and wants John to go with him for a ride.

John wants to go out badly. He really likes Charlie and always has a great time when they're together. He feels a little uncomfortable because Charlie won't tell him where he got the car. He's a little worried about going with him. Charlie keeps encouraging him and telling him how much fun they'll have if he goes with him. John's parents aren't home and he doesn't know what to do.

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C. JOANNIE AND THE PARTY

Joannie doesn't get invited to many parties because she is quite shy. She gets a call during the week inviting her to a big party given by one of the most popular girls at school. She is really excited because this is the "in" crowd. She things that they're very sophisticated and wants to be more like them. But she's heard that they're all pretty wild.

Joannie really wants to go. She thinks that she might finally be accepted and can meet some of those gorgeous guys that she always has crushes on. She feels pretty sure that there will be some things which she doesn't approve of going on at the party. She calls her best friend Susie who has also been invited to talk it over and decide what to do.

3. **OLD LADY, YOUNG LADY**: Objective - 1) *to help students understand that people have different view points based on all the factors that make them who they are; 2) to help them understand that people with differences can still get along and be friends. (This is a very important exercise and lesson)*

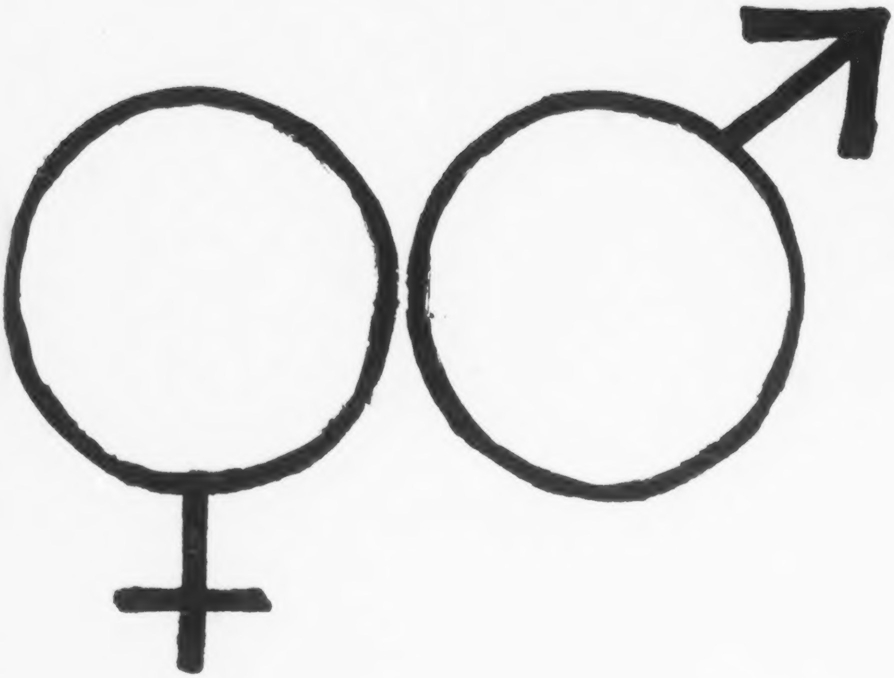
Make copies of this picture, hand them out and ask students to describe what they see. Ask each one "*What do you see* ?" After you have asked each student, you will have some students who see the "**old lady**" and some who will only see the "**young lady**." Some may still see something else (a ram, etc.) Ask them "*Are you all looking at the same picture?" "How could you possibly be looking at the same picture and be seeing two different things?" "Is it really possible for people to see things differently even though they appear the same?"* Now have the students who see the old lady try to explain to those that don't see her where she is in the picture and those who see the young lady explain to the others where the old lady is. Then have a discussion about different points of views. Explain that because each one of them is raised in a different family with different religions and different ethnic backgrounds, they often grow up with different customs, traditions, beliefs, values and even ways of dealing with and seeing life. What we see often depends on our own personal experiences and values. Explain that because someone doesn't see things their way doesn't make that person wrong. It simply means that that they have a different point of view. Make the point that because they see things one way doesn't mean that they are right and the other person is wrong. People can have differences and still get along and be friends as long as they respect each other's right to feel and think the way they do.

SEX AND GENDER ROLES

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain gender roles.
- Explain and illustrate androgynous behavior.
- Identify cultural differences in masculine/feminine roles.
- Describe some biological differences between men and women.
- Explain the "nurture vs. nature" theory.
- Explain how the menstrual cycle and menopause can affect family relations.
- Identify different parenting styles used for sons and daughters.
- Identify some of the myths about men and women.
- Identify and describe new roles and directions for young men and women.

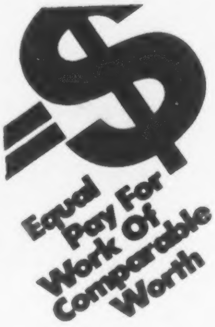


SEX AND GENDER ROLES

The study of sex roles continues to be a large part of both psychological and sociological research on factors affecting intimate relationships. What it really means to be a man or a woman is of great concern to scientists, as well as to those individuals struggling to find an identity that fits comfortably and also blends with the rest of society.

Today more than ever gender roles are unclear. The traditional masculine and feminine roles that were acceptable 20 years ago are no longer appropriate. More and more, women are no longer accepting the myth that masculinity rather than femininity is the superior, dominant, more valued gender identity. Nor do they believe that men are biologically superior and, therefore, have greater human potential. More and more, men no longer believe that expressing emotion and acknowledging fears are signs of weakness. However, some still do and the media and the advertising world are partially responsible for reinforcing some of these myths. Too many commercials still portray women as sex objects or housewives and men as powerful executives or macho, beer-drinking men. Therefore, it is understood that false gender stereotypes continue to exist Unfortunately, too often our educational system and our employment base still hold on to strict gender roles. Studies have shown that teachers still give more attention, direction or counseling to boys, particularly in lower grades, which suggests to girl students that the male role is more important. Textbook publishers still write more about men which suggests that males are involved in more interesting and important activities. Teachers are less apt to select books with female heroines, revealing that they still believe that girls will read about male figures, but boys would be bored reading about female roles.

Guidance counselors often channel students into what they perceive are gender-appropriate courses. Girls end up taking home economics and typing and boys take vocational programs. This only helps to continue some of the myths because the result is that girls are trained for lower paid jobs. While sewing and understanding good nutrition are essential to both boys and girls, girls also need the opportunity to learn skills that will raise their aspirations and help them get ahead and earn equitable salaries in the work world where they still receive 40 percent less pay.


Equal Pay For Work Of Comparable Worth

EQUALITY IN THE WORK FORCE??

The following statistics represent the unfortunate reality of women's roles in today's work force. Although some progress has been made in recent years, there's still a long way to go. In many cases, new statistics are not yet available.

Women perform nearly two-thirds of the world's work hours yet compose only one-third of the official workforce.

News & Views of Federally Employed Women

Women with a college degree earn less than men who dropped out of high school. The income of males who have attended high school for

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four years is $26,653; for females, $18.319. The income for males who have attended college for four years is $38,238 for females, $28,017

U.S. Department of Commerce; Bureau of Census

45% of all employed women are in technical, sales and administrative support. Women hold 41.5 percent of all executive, administrative and managerial positions in the U.S.

- Us. Dept. of Labor, Bureau of Labor Statistics 1/93

The following reflects the percentage of women in higher-paying fields:

Therapists	79.6
Financial Managers	46.3
Physicians	20.4
Pharmacists	37.8
Accountants	51.2
Engineers	8.5
Lawyers & Judges	21.4
Dentists	8.5
Natural Scientists	27.2

- Us. Dept. of Labor, Bureau of Labor Statistics 1/93

Women are:

- 71% of all teachers from elementary to high school
- yet only 25% of all principals
- and only 4% of all school superintendents

Male teachers earn an average of $32,604 per year, while women earn an average pay of $27,560. Although 54.8% of all students in higher education are women—less than 41% of all college and university professors are women.

- National Center for Education Statistics, 1988

40% of all news anchors are women. Approximately two out of five anchors are women. Only 17% of news directors are women in television and 29% on radio stations.

- Vernon Stone, Journalist Professor, Emeritus, Univ. of Missouri, 1991

WOMEN AND POLITICS

- Women make up 10% of members of Congress
- The U.S. Senate has 100 members, only 6 of whom are female.

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- **The House has 435 members only 47 of whom are female.**
- **Of the 324 elected, executive positions available, 72 women were elected.**
- **1,516 women are state legislators, 20.4% of all state legislators.**
- **12% of all Federal judges are women. Out of 2,618 judgeships available, 216 are filled by women. (Nat'l. Center for State Courts; 1988-89.)**
- **Sandra Day O'Connor became the first female Supreme Court judge in 1981.**
- **Geraldine Ferraro became the first woman vice presidential nominee, 1984.**

- Center for American Women in Politics, 1993

EQUALITY IN SPORTS

Another area in school that promotes gender discrimination is girls' sports. Girls' athletics just don't get the attention or funds that boys' sports do despite the fact their participation has increased dramatically. Girls' sports are perceived as less important and less profitable.

The 1990's will be remembered for allowing girls to "suit up" and join traditionally all male high school football teams.

WHAT ARE THE NEW ROLES?

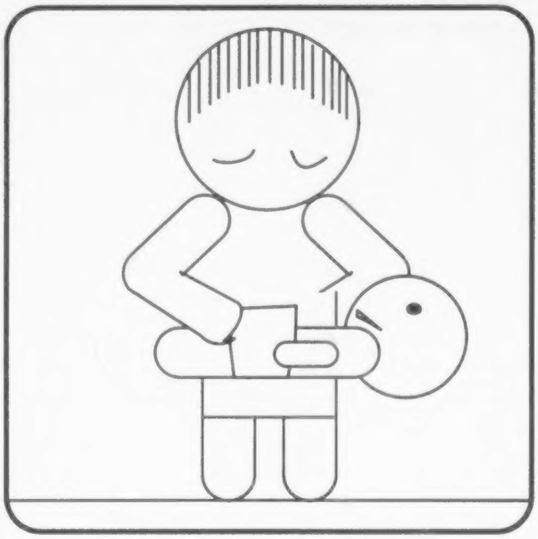
Today, role alternatives are everywhere. Men and women can choose various kinds of lifestyles and partners. The 70's brought the self-centered attitude of *"If it feels good, do it."*. Both sexes tried out different kinds of roles. In the1980's men and women recognized the benefits of being free to be whatever they wanted to be. The problem in the 90's may simply be that no one seems to be sure of what these new roles are supposed to be.

Many women who have seen the progress of the last 20 years don't want to go back to being submissive, powerless, or unproductive. Most men don't want to go back to being John Waynes and Mohammed Alis—the he-men. Men recognize the tremendous burden that was placed on them as long as they were thought of as the dominant and powerful sex. However, the new man doesn't want to be called a *WIMP* either; while women don't want to be accused of being too cold or too strong as they try on new roles.

Many women have discovered they can be loving wives and mothers while at the same time, be successful career women, as well. But many are finding that they have to be *superwomen* or *supermoms* to keep up with both home and work.

> **" Nobody objects to woman being a good writer or sculptor or geneticist if at the same time she manages to be a good wife, a good mother, good-looking, good-tempered, well-dressed, well-groomed, and unaggressive."**
> **Marya Mannes**

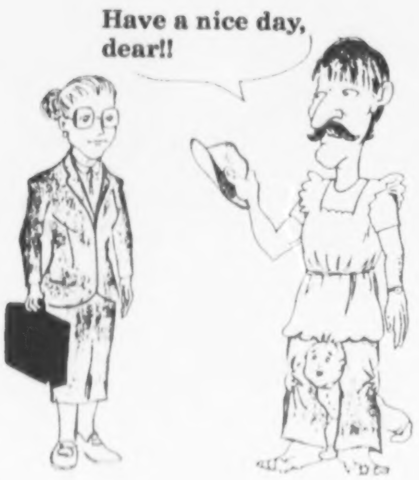
Women believe men are beginning to make changes too, but in many cases—not enough or not fast enough. They recognize that men are beginning to *"help"* around the house, but they also know that until men **share** tasks equitably—not just help—equality will not be achieved. Women may need to assist men in learning these new roles. After all, women were trained from early on to be caretaker. Toys and games (dolls, irons, ovens, dishes) reinforced that role. Sharing in household chores may be a completely new role for the male. Women need to be firm in their decision that these tasks be shared equally, but they also need to be patient with a mate who is trying on a new role.



Men are being stimulated to change because they recognize the internal sense of dissatisfaction and limitation caused by the restrictiveness of their traditional masculine role. Men are also beginning to realize that *"letting go"* will benefit them in all areas of their lives—particularly, their intimate relationships.

> **"Instead of getting hard ourselves and trying to compete, women should try to give their best qualities to men—bring them softness, teach them to cry."**
> **Joan Baez**

Men and women need to be encouraged to reach their individual potential, rather than conform to restrictive sex roles established by an ever-changing society. Researchers believe that men and women must become more **androgynous**, which means uniting the characteristics of both men and women into a well-balanced personality. All of us have a masculine and feminine side. Unfortunately, some parents try to stifle their children when they discover them acting out opposing sex behaviors. Parents discourage sons from acting like *sissies* (feminine) and daughters from being *tomboys* (masculine). Both sexes must learn to acknowledge those parts and express them without worrying about their sexuality. A boy who allows his feminine side to come out by being emotional or crying and a girl who acts *"masculine"* by being aggressive or competitive isn't suddenly going to become a homosexual simply because of his or her behavior. Our sexuality has, usually, been determined during infancy.


Have a nice day, dear!!

Numerous studies have revealed the positive consequences for individuals who are able to allow both their masculine and feminine sides to surface. Some of the results have been higher self-esteem, greater creativity and more adaptability and flexibility. When these areas are strengthened, the ability to relate positively to a partner seems to also increase. Remaining restricted to narrow sex roles has resulted in a significant amount of anxiety and low self-esteem for both men and women. If both can put themselves into the role of the opposite sex once in a while, many of the conflicts caused by misunderstanding one another might diminish.

CULTURAL DIFFERENCES

> **"Women are not inherently passive or peaceful.**
> **We're not inherently anything but human."**
> **Robin Morgan**

It is important too for us to understand that various ethnic, religious, and cultural groups or class levels perceive gender roles differently. What is considered feminine here may be a very masculine behavior elsewhere. Many European men exhibit more sensitive and tender traits—such as kissing other men—which in the U.S. would probably be considered effeminate. Even in this country where we have a blend of so many traditions and customs, gender roles are perceived quite differently from group to group. For example, a middle-class white girl may still dream of Prince Charming and, therefore, see her role as the passive, submissive caretaker. A middle-class black girl may have been conditioned to rely on herself and may see herself as competent, strong and independent.

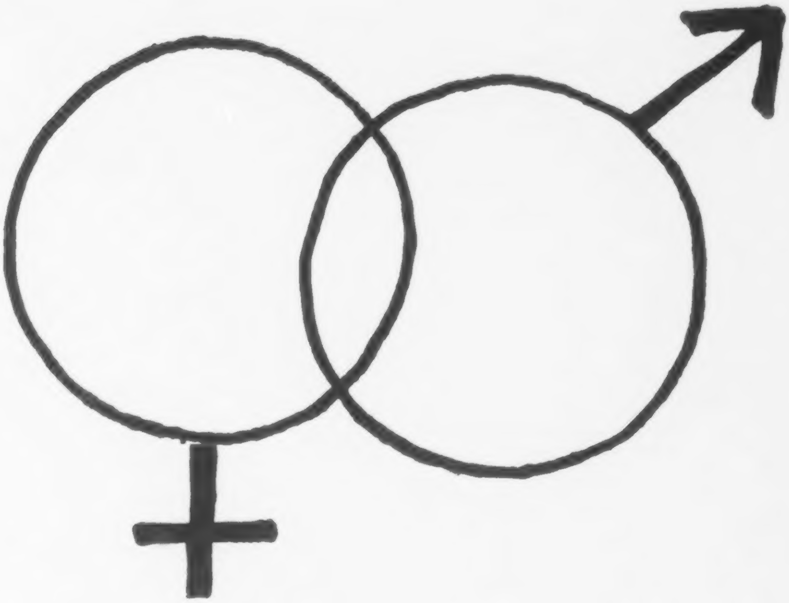
CONCLUSION

We're all simply human, but in this chapter we want to look at what makes men and women different. We may discover that they are really very similar and just acting out different roles because they are conditioned by society to act and feel differently.

The gender role you've been assigned because of your culture or race may be very different than the ones described here. But regardless of our backgrounds, what we all want is to enjoy a good life, find happiness, good friends and possibly a loving family with whom to share it. You may find that letting go of some traditional roles will help you to reach those goals faster and with less conflicts. Establishing your own identity free of restrictive limitations may take time, but the wise person might want to postpone any plans for marriage or parenting until he or she is really comfortable with his or her role as a man or woman.

If you should decide to become parents, it is essential that you understand the importance of raising both sons and daughters in ways that will allow them to grow up free of restrictive role patterns. In other words, give your children—regardless of their sex—equal amounts of responsibility, consideration, respect and love. Don't treat them differently because of their sex. Allow them to express both their masculine and feminine sides without their feeling that anything is wrong with them. Allow them the opportunity to reach their full potential—not restricted or limited by their sex role.

In the next two sections, you'll have the opportunity to explore these roles individually. You can weigh the alternatives and decide at your own pace when or if you're ready to become your own person—no longer bound by masculine or feminine roles.



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WHAT IT MEANS TO BE A MAN

In the beginning, man was the hunter—the provider and protector. His obvious physical strength relegated him to this role. He provided shelter and food which left the women to tend to his needs and bear and rear his children. His role was a vital one throughout the ages. As long as humankind lived off the land, his strength gave him status for society could not have survived without it. In this way, strength and courage became important and often equivalent with, masculinity

But as the world evolved and eventually entered the industrial age, man's physical strength was no longer essential for survival. Machines operated by men, women and children could now do the work that only man had been able to do in the past. But many males held onto their role for they knew that their strength had validated their masculinity. Their early achievements and accomplishments had mainly been a result of muscular force. A woman could give life, bear children and supply nourishment from her own body. Aside from his sexual anatomy, greater muscular strength was man's only possession.

It may be then that the goal-oriented, success-driven and power-hungry characteristics attributed to the traditional male stemmed from his need to have self-definition. Just as girls growing up may have dreamed of becoming mothers and creating life, boys may have become achievement oriented to have something equally as significant to look forward to as adults.

Noted anthropologist, Margaret Mead, had her theory about the male and his masculinity. She wrote:

> **"He must begin to learn to differentiate himself from this person closest to him...he must find out...that he is male...not female. The boys must turn away from his mother to find himself. And in doing so, he needs to turn toward images of maleness that are powerful and attractive enough to compensate for his mother's enormous power over him."**

There are many theories, but whether *"nurture or nature"* is responsible for the definite distinction of masculine and feminine gender roles, they strongly exist today. The nurture vs. nature debate deals with whether males and females are born (nature) being masculine or feminine or whether parents teach them (nurture) to act that way.

BIOLOGICAL AND PHYSICAL DIFFERENCES

Before we explore the gender role phenomena, let's find out if there really are differences between men and women—besides the obvious (males have a penis and women a vagina!!) Scientists say there are some definite biological and physiological distinctions. These differences

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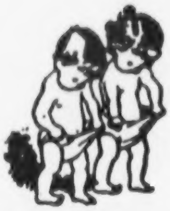


Oh, so that explains the difference

even appear in the womb. Females develop faster than males in the womb and stay ahead until puberty, which occurs two years earlier in girls than boys. The sex hormones that lock bone growth in place are released at puberty, which is why boys grow taller than girls. They have extra time before hormones lock in place. Because males do not physically mature as fast as females, they are prey to many more infections. Five percent more male babies are born each year, but more males die during the first year. Males also die eight years earlier than females on the average and have higher rates of death from almost every major illness. Dr. Jerome Kagan of Harvard University says that *"from birth to death boys are more vulnerable to stress." ("They have 90 percent of all human frailties, aggression, neurosis, phobias as well as learning difficulties such as dyslexia.")* According to statistics, men have 300-400 percent more deaths from murder, accidents, suicides and alcoholism than do women. Whether those weaknesses are directly related to slower physical growth within the womb or are a result of parental and societal conditioning, or both, continue areas of clinical study.

Theorists believe that males seem to experience the world differently because they feel with a different sense of touch, hear with different responses and figure out problems with different cells in the brain. Male and female brains develop at different rates. The male's right brain develops earlier as does the female's left brain hemisphere. Males are controlled by either the right or left brain hemisphere, unlike females who function through both sides of the brain. Males appear to be right-hemisphere oriented. Since the left hemisphere appears to control verbal ability, women appear to excel in many verbal areas such as language, while the male excels in spatial performance such as math or mechanical tasks.

It is believed that males have better daylight vision, are more prone to color blindness and are less sensitive to extreme heat and more sensitive to extreme cold. Males are more tolerant of loud volumes because their hearing is not as sharp as the female's. The male's bones are larger and arranged somewhat differently. They have broader shoulders and narrower pelvises. Fat is distributed differently and males have considerably less fat than females. Forty-one percent of the male body is muscle compared to only 35 percent in the female. Ninety percent of male weight is strength compared to only 50 percent in the female. The higher proportion of muscle to fat makes it easier for males to lose weight. The male's skin is thicker and not as soft. This thickness prevents the sun from getting through which is why males wrinkle less. The male has thicker vocal cords, a higher metabolic rate and heavier blood. They have 20 percent more red corpuscles which means they get more oxygen and have more energy. Males need the extra energy because they don't breath as often as females and they breath more deeply.

GENDER ROLES

Now what about gender-role identities and the so called *"gender gap?"* First, let's understand what is meant by gender role. Gender roles are behaviors, expectations and roles defined by society as masculine or feminine and culturally regarded as appropriate to males or females. How do these roles begin?

Scientists, researchers and psychologists continue to study the *"nurture vs. nature"* issue. Whether these gender differences or roles are inherent and biological (nature) or primarily a result of sociological conditioning (nurture) is still not certain. Evidence seems to weigh more heavily on the nurture theory.

Traditionally parents have categorized their infant children into very specific masculine and feminine roles beginning with the wrapping of infant boys in blue blankets and baby girls in pink. That begins the process of turning baby boys and girls into stereotyped adult men and women. Thus some gender behaviors may be established at birth, while others begin at very early ages. Boys are perceived differently by their parents and are, therefore, treated and responded to on a different level. Families apparently invest more in their sons—possibly because they will carry on the name. Dr. Suzanne Steinmetz of the University of Denver believes that parents feel it is more important for boys to have an education and to learn vocational skills. They even show greater concern over their sons' health.

Let's look at gender identification that parents place on their boy children. Fathers more than mothers seem to place strong gender identifications on their children. They tend to play rougher with their sons, allow them more freedom, urge them to take risks and be more competitive. Unfortunately, many fathers also begin to teach their sons to suppress their emotions because they identify any outward emotional display as *"feminine"* behavior.

Both parents tend to place greater emphasis on achievement and performance for their sons. Boys are expected to be more independent and to assume more responsibility. This may account for the initial difference in the way males and females perceive their own self-image. Males are generally more confident and have a higher self-concept. Rather than blame themselves when they are not successful, males blame external circumstances. For the most part, males view themselves as more powerful, having more control, being more effective and ambitious. In achievement-related behaviors, males seem to expect to do better and set higher levels of aspiration. To demonstrate this behavior, a study was done by L. Baird of 7,700 college seniors one year after graduation and reported in a paper entitled, *"Entrance of Women to Graduate and Professional Education."* The major findings were that men more often than women planned further studies and when they did plan, they more often carried through. They also more often went into the field for which they had actually prepared. Furthermore, men with C+ averages more often felt they could complete a Ph.D. program than did women with B+ averages. The women with A's and even A+ grades attended grad school only about as often as men with B grades.

Boys appear to be more aggressive. Scientists are definitely linking male aggression with the hormone, testosterone, which may suggest that male aggression is biological. Boys express their aggression in more physical fighting and in more adventurous behaviors. Aggressive behavior is, generally, encouraged by parents, particularly fathers, who, stereotypically, may send a crying son back out to *"fight like a man."* Boys seem to prefer more aggressive and even violent television and movies and parents are more likely to allow them to watch them. (Violent crimes are predominantly committed by males—95percent of the prison population is male.) Males from very early on appear to be more impulsive even in dangerous situations. They act much less fearful and anxious than females. They will also take more physical chances.

Again, whether these behaviors developed because parents encouraged it or whether it is instinctive is unclear. It is possible that parents' directives, such as *"Big boys don't cry." "Act like a man."* and *"Don't be a sissy."* made them quickly learn to hold back tears, pain and fear.

Parents, generally, give their male children more freedom. Boys are allowed to, and encouraged to, play more actively and end up changing activities more often. The result may be that boys seem to find it difficult to sit still, appear to be more curious and tend to engage in more exploratory behaviors. The fact that parents build tree houses for sons or buy them chemistry sets so they can explore and be adventurous may be the cause of that behavior or it may be the result.

Boys also show less affection and act less nurturing toward their friends. The question again must be asked: are boys inherently less nurturing and affectionate or is it that parents start early with messages that suggest indirectly or directly that 1)boys don't touch each other for fear of being thought homosexual; 2)showing affection is effeminate; and 3)boys don't play with dolls? They are given trucks, soldiers, guns and anything that isn't considered feminine. Young boys regard the importance of social relationships differently. They generally have a larger network of friends, but few intimate ones and most of the friendships revolve around some activity—not the sharing of feelings or problems.

BIOLOGICAL vs. CULTURAL

What does it mean to be a man? Is the masculine role we've come to know really what's inside the average male? Is it really the role he wants to be in? Or is it one society has created for him and thrust him into? Is it a role that most men really fit comfortably into, enjoy and thrive from? Or are many struggling and suffering from being cast into molds that they know they are expected to fit and then end up walking around feeling like misfits.

NEGATIVE RESULTS

Let's look at the results of the strong, masculine gender identity that parents have reinforced. We've already identified that men die younger and suffer from many more illnesses than women. More men die of suicide though more women attempt it. It is theorized that even under pressure the need to succeed or the need not to fail is so strong that the male must face death fearlessly and *"succeed"* at suicide rather than lose his masculine self-image. He also uses more violent means to commit suicide—such as guns, and strangulation.

While many men are extremely successful, some don't live long enough or are not healthy enough to enjoy the comfort they've obtained. When a man is reluctant to admit pain for fear of being thought too weak, the result may be a serious illness or even a death that could have been avoided. Look at football players and boxers who have been injured and are in great pain but feel compelled to go back into the game or ring.

One of the few emotions that men have comfortably been allowed to express is anger. It seems that when feeling scared, helpless, hurt or vulnerable men tend to be angry instead of permitting themselves to experience those feelings. This conditioning may explain a great deal of the violence committed by men. If anger is the only emotion that many men have been allowed to express, then acting it out physically, even violently, may be one of the few alternatives that many think they have. Dr. Peter Rothenberg, a psychotherapist in Madison, Connecticut said, *"Masculinity is a health hazard as long as it means being inexpressive and invulnerable."* He believes the male role has many constricting and limiting features.

The traditional male rarely had an opportunity to develop interpersonal and emotional skills; tenderness and vulnerability were not part of his training. Males have had few role models to give them practice in the art of intimacy. As a result, men have difficulty asking for help, building close friendships and maintaining loving, intimate relationships with their children, or "significant others" in their lives.

Because a lot of men believe that *"big boys don't cry,"* they block out any soft, sensitive feelings they might have and end up treating their opinions as feelings.The courts are full of women suing for divorce from men who never open up and talk about their feelings. ***It may just be that boys who have grown up not being allowed to show feelings don't know that they have any when they become adults.***

Obviously, not all males suffer from these apparently negative behaviors and not all adult men are *"Mr. Macho."* Unfortunately, because of traditional parenting, society and the media too many boys grow up stuck in these behavior patterns which, ultimately, can be destructive to adult males trying to achieve and maintain equal partnerships.

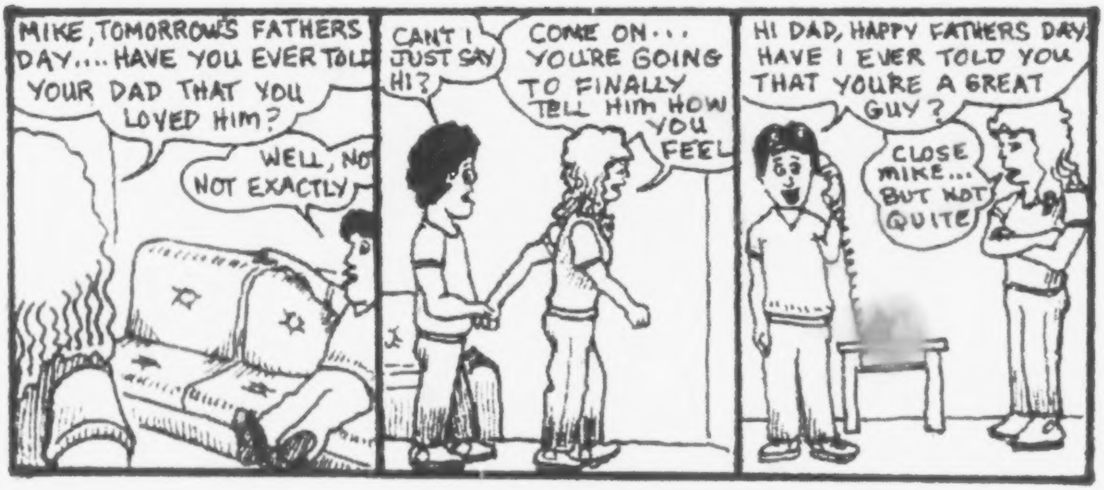
MYTHS ABOUT MEN

What can you do as young men and women to change the traditional male into the new male who feels free to enjoy all parts of himself? First, you must begin to dispel the following myths:

- **Vulnerabilities, feelings and emotions in men are signs of femininity and are to be avoided.** Develop your interpersonal skills. Allow yourself to discover your real feelings. Get past your opinions. When asked *"How do you feel about this?"*, don't answer, *"I feel that..."* The word "that" usually means an opinion is coming—not a real feeling. Become more comfortable saying, *"I feel ....(sad, happy, anxious, etc.)."*

- **Interpersonal communication that emphasizes human emotions, feelings, intuitions and physical contact are considered feminine and are to be avoided.** Express your feelings. This is the biggest area of contention between men and women. Women constantly complain that men don't talk to them—that the men in their lives don't share their feelings with them.

  Help the women in your life to understand that it's not that you don't want to talk openly—it's not that you don't want to feel closer to them—it's that, in most cases, no one has ever taught you how. Your only role model didn't know how to communicate on an intimate level either.

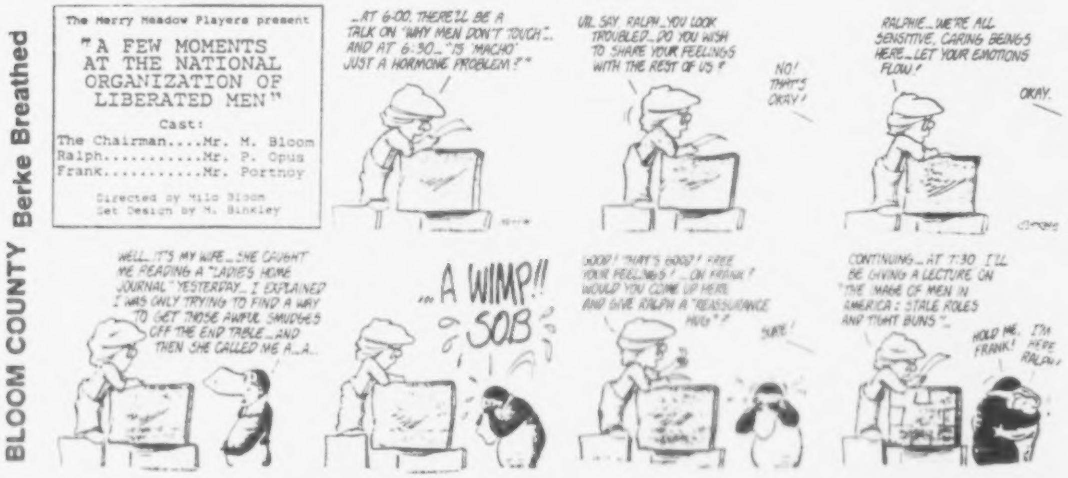

MIKE, TOMORROW'S FATHERS DAY.... HAVE YOU EVER TOLD YOUR DAD THAT YOU LOVED HIM?
WELL, NO NOT EXACTLY
CAN'T I JUST SAY HI?
COME ON... YOU'RE GOING TO FINALLY TELL HIM HOW YOU FEEL
HI DAD, HAPPY FATHERS DAY! HAVE I EVER TOLD YOU THAT YOU'RE A GREAT GUY?
CLOSE MIKE... BUT NOT QUITE

- **Vulnerability and intimacy with other men are to be avoided because 1) a man cannot be vulnerable and intimate with a male competitor because he may be taken advantage of, and 2) intimacy with other men may imply homosexuality.** If having close, supportive friends means being vulnerable, warm and open, try it. See what it feels like. You are not gay if you hug, touch or even casually kiss another male. Don't worry what people think. You know who and what you are.

- **Sex is a primary means to prove one's masculinity.** Affectionate, sensual and intimate behavior are considered to be feminine and less valued. If a recent survey by Ann Landers was realistic and accurate then 70 percent of her female respondents felt that being held and caressed was more important to them than the sex act itself. ***Having intercourse is not a measure of your manhood.*** Males who still believe the myth that masculinity is measured by how many women they have sex with may be surprised to discover that most girls find that kind of behavior offensive, unattractive and far from sexy.

- **Men's work and career success are measures of their masculinity.** Men are not different or superior to women in career abilities. Your primary role is no longer that of breadwinner or economic provider. It is important to do well in school and strive for success, but don't let your drive and your goals run your life. Some men whose goal is to make a lot of money end up being successful and wealthy—and very lonely. A tremendous burden can be lifted when the male no longer feels he is the sole provider. Sharing this traditional role with your partner can allow you to discover your potential in many other ways.

  Women often don't realize how they contribute to this dilemma by being attracted to men who have power, status and high income and turning away from those who don't. She puts him in a double bind by this behavior. She wants a strong man, but later complains that he doesn't give enough emotionally and that he's too busy for her. What attracted her initially now turns her off. But if he acts too sensitive and shows emotions, she calls him a wimp. It is not surprising that today's male is struggling with his identity. His role is no longer clearly defined.


BLOOM COUNTY Berke Breathed
The Merry Meadow Players present
"A FEW MOMENTS AT THE NATIONAL ORGANIZATION OF LIBERATED MEN"
Cast:
The Chairman....Mr. M. Bloom
Ralph...........Mr. P. Opus
Frank...........Mr. Portnoy
Directed by Milo Bloom
Set Design by M. Binkley
...AT 6:00, THERE'LL BE A TALK ON "WHY MEN DON'T TOUCH"... AND AT 6:30..."IS 'MACHO' JUST A HORMONE PROBLEM?"
UH, SAY, RALPH...YOU LOOK TROUBLED...DO YOU WISH TO SHARE YOUR FEELINGS WITH THE REST OF US?
NO! THAT'S OKAY!
RALPHIE...WE'RE ALL SENSITIVE, CARING BEINGS HERE...LET YOUR EMOTIONS FLOW!
OKAY.
WELL...IT'S MY WIFE...SHE CAUGHT ME READING A "LADIES HOME JOURNAL" YESTERDAY...I EXPLAINED I WAS ONLY TRYING TO FIND A WAY TO GET THOSE AWFUL SMUDGES OFF THE END TABLE...AND THEN SHE CALLED ME A...A...
...A WIMP!!
SOB
GOOD! THAT'S GOOD! FREE YOUR FEELINGS! ...OH FRANK! WOULD YOU COME UP HERE AND GIVE RALPH A "REASSURANCE HUG"?
SURE!
CONTINUING...AT 7:30 I'LL BE GIVING A LECTURE ON "THE IMAGE OF MEN IN AMERICA: STALE ROLES AND TIGHT BUNS"...
HOLD ME, FRANK!
I'M HERE RALPH!

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- **Masculine power, dominance, competition and control are essential to proving one's masculinity.** A man who constantly needs to prove his dominance and masculinity will find himself worn out very young. Ultimately, he may end up alone as well. Start now to build relationships that are equal. Accept women at work as your peers and accept that a woman's career is just as significant as yours. Strive to share power and initiative equally in all your relationships. Allow your partner the same respect, equality and control that you would want for yourself. In marriage this means an equal division of household tasks and childrearing responsibilities, if you decide to have children. Men who can relate to women as equals and give and take constructive support usually develop unique male/female relationships.

"A man of quality is not threatened by a woman seeking equality."

CONCLUSION (For Boys Only)

The new male is working hard to grow up free of these traditional roles. What can you do to prevent yourself from closing off your inner feelings, suppressing your emotions and being so achievement oriented that you shut down the vulnerable and warm parts of your personality? First of all, you can recognize that *"traditional masculinity can be a health hazard."* At least the way we've come to know it. Remember that all of us have both a masculine and feminine side. Don't be afraid to let out some of your feminine side.

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If you really want to be free of the *"masculinity"* burden, you can begin to enjoy different kinds of relationships with your friends, the girls in your life and even with your parents. Relating to people as people—not gender roles—will enable you to treat one another with equality and respect. Ultimately, it will allow men and women to work together, live together and love together in harmony. You, as young men, no longer have to be oppressed and restricted by rigid gender roles that limit your potential. You can be free to express your feelings and emotions--to show fears and weaknesses. You're only human. You're not superman. You are free to create a lifestyle that focuses on your own development as a person, and you are free to be the person you really want to be.

"Gentleness is not a quality exclusive to women."
- Helen Reddy

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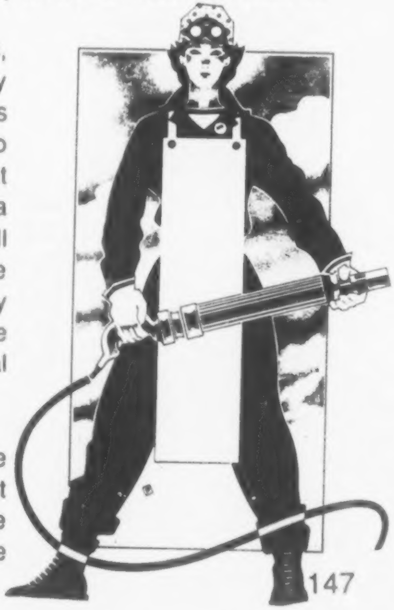
WHAT IT MEANS TO BE A WOMAN

A few years ago the Prime Minister of India, Moraju Desai, long known for his chauvinistic attitude, was quoted saying *"Women are the stronger sex and possess more inner strength than men."* He went on to say, *"Women are equal partners in life and both sexes should respect each other."*

Traditionally, being a woman meant being *passive, dependent, sensitive* and *nurturing.* Words like *helpless, weak, submissive, obedient and fearful* were often attributed to women. How did women come to be perceived this way? Are women from all ethnic backgrounds perceived the same way? Do women enjoy this reputation? Do women today feel those behaviors are desirable traits? What is the ideal feminine identity? This chapter will explore these ideas.

BIOLOGICAL/PHYSICAL DIFFERENCES

Before we answer these questions and explore the gender roles women play, let's look at the real differences between men and women. Scientists say that in the beginning we are all headed toward femaleness. Females are destined to be female from the instant the sperm, carrying the X chromosome, unites with the ovum. This is not true with males. It is not until six weeks after conception that the embryo begins to develop testes. This is caused by something scientists call the H-Y antigen. Without it, all babies would be females. Women at birth have double protection because the two X chromosomes carry the genes that protect against many infections. We already know that men die younger and from many more diseases than women.



Aside from the obvious physical differences like breasts, vagina, wider hips and narrower shoulders there are many biological differences between males and females. Females have a wider pelvis which is designed for childbearing but also affects the way a girl walks. It forces her to put more movement into each step. (The jiggle some boys whistle at may purely be a matter of bone structure.) Females cannot climb ladders as well as males because the angle that joins her thigh to her knee makes climbing awkward. Physiologically, females have only one-third the upper body strength of males and two-thirds the strength in their legs, but have equal strength in their abdominal muscles.

Thirty-five percent of the female body is muscle compared to 41 percent for males and 50 percent of her weight is strength compared to 90 percent in males. Because of the lower proportion of muscle to fat, it is harder for females to lose weight. Females have a layer of fat under the skin that males do not. This greater fat reserve allows her to stay warmer in winter. She can also stay cooler in summer because she sweats more efficiently than males. Sweat glands are distributed more evenly over their bodies which allows them to cool off faster. The fat reserve also gives her more energy reserve. Though males have more start up energy, females have more endurance and can keep going longer. Some studies reveal the female's capacity to exercise far exceeds the males. The woman's capacity to exercise drops about 2 percent for every 10 years of age compared to a 10 percent drop for the male.

Research suggests that the female brain is different as well. Unlike the male brain, doctors report, it is not specialized. The right and left hemisphere work together though the right side develops earlier than the males. The fact that females can switch back and forth gives them two advantages: 1) the ability to solve problems using both hemispheres may help them to be more perceptive about people; and 2) they are less vulnerable to accidents. For example, a stroke usually effects and damages the left hemisphere. A man may not be able to read, speak or write. The female can overcome this by switching to her right hemisphere and often regains many of these skills after a stroke.

It also appears that females are more sensitive to taste and to touch on all parts of the body. They have better hearing, particularly, in higher ranges. They have better night vision and because of perceived brain differences, seem to excel in verbal skills, manual dexterity and fine coordination. Females appear also to be faster at processing information. Social scientists are still debating whether these differences are sociological or biological—the nurture vs. nature theory. Most agree that females appear to be more interested in people, more socially responsive and sympathetic, less distracted by sights when listening and are better at remembering names and faces.

MENSTRUAL CYCLE AND MENOPAUSE

Another major physiological difference that is only characteristic of women is the menstrual cycle and menopause. It is believed that some men may go through similar emotional changes as mid-life begins. It's referred to as the *"mid-life crisis."* Most of you have probably learned a little about the changes that take place in a woman's body when she menstruates in your Health classes. What many of you may not be aware of is how the physical changes affect the psychological state of a female and how those changes affect those around her.

Aside from the normal discomfort or minor pain that many women experience, some women suffer from something called Desmenorrhea or PMS (pre-menstrual syndrome) which is a physical problem that can make the menstrual cycle very painful. Approximately 70-90 percent of all women will be affected by this at some point during their lives. It can bring on such symptoms as mild to severe cramping, backache, nausea, vomiting, dizziness, fainting and headaches. Knowing that they are real symptoms and not imaginary can make a difference in the way males and females respond to one another during this time of the month. The effects of menstruation can also cause depression, irritability and even anxiety. Those feelings can certainly affect the way males and females treat each other. Both will need to be more sensitive to the other's needs at this time.

The same is true of menopause which occurs in most women in their late 40's or early 50's, although it can begin earlier or later. Menopause is a natural part of the aging process and it will affect all women unless they have had a hysterectomy (an operation in which the uterus is removed.) Three physiological changes take place: 1) hormone production slows down; 2) menstruation slows down and finally stops; and 3) the ability to conceive and get pregnant stops.

Only two physical symptoms are directly related to menopause though not all women will experience them. They are: 1) hot flashes, which are sudden brief waves of heat that may last only a few seconds; and 2) vaginal atrophy, which is when the walls of the vagina become thinner, less elastic and produce fewer secretions. Other changes such as weight gain, skin changes, swelling and aching bones also may occur. There are also some psychological changes that may occur--though not to all women--that can and do create problems with spouses and children. Some of these changes are increased *anxiety, instability of moods, crying, nervousness, irritability and depression*. As a result of these emotional swings some women may need more understanding and consideration at this time. Children and spouses who are sensitive to these changes can help make the menopausal transition smoother so that family life need not suffer.

As teenagers, you may now or soon find yourself in that situation. Though the side effects from both menstruation and menopause can be minimized, it is still very important for both men and women to understand how these physiological and psychological differences can affect not only their own lives, but all their social relationships.

GENDER ROLES

What about gender roles for women? Are young girls' roles patterned by the sociological process or are their behaviors inherent? Do parents respond the same to all infant daughters wrapped in pink? Are girls perceived differently from boys at birth? Does parental response affect female's early conditioning and, ultimately, her adult life? Again, most scientists seem to agree that it does, but the battle of "*nurture vs. nature*" is still going strong.

It appears that girls are socialized to repress and deny aggression, autonomy and sexuality. Helplessness and dependence are encouraged as part of being feminine. They get more pressure from their parents to be *obedient, kind, unselfish, well-mannered,* and *loving*. They get more messages to be ladylike and not aggressive, so they won't be labeled *"tomboy."*

Parents tend to be more restrictive and protective with their daughters, supervise their activities more and encourage them to stay closer to home. A common response when not allowing daughters the same privileges as their brothers is, *"but he's a boy"* or *" but your a girl."* Females are given more household chores and encouraged to be more nurturing by the games they are allowed to play and the toys they are given. Dolls, doll houses, miniature appliances like ovens, irons and vacuum cleaners are common. Parents are, generally, less inclined to encourage their daughters to excel in school. The result, females are often less likely to fulfill their intellectual potential.

Parents seem to actually do more physical things for their daughters. They tend to insulate their daughters more, often holding them back from developing autonomy and practicing new ways to deal with the new and unexpected. Daughters also don't get the opportunity to engage in active experimentation that would teach them problem solving. Whether it's because they are just overprotective, don't want their daughters to get hurt, or don't think they are capable of success on their own is irrelevant—the results are the same.

Even today, many parents convey to their daughters that a job is only a holding pattern to keep her busy between school and marriage. This is unfortunate when 90 percent of women work outside of the home at some point. Today, over 50 percent of mothers with school-age children work— mainly for economic reasons. Traditionally, women have been raised to view marriage as a fortress where *"Prince Charming"* will take care of them and rescue them from responsibility. With this kind of training, most females are less likely to develop a healthy self-concept.

WHAT IF PRINCE CHARMING NEVER SHOWS?

NEGATIVE RESULTS

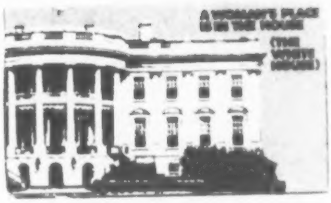
The overprotective veil of many parents can eventually devalue their daughters' capabilities. They become less confident, poor risk-takers and underestimate their own performances even when they do well. This may explain why many adult women are actually fearful of success. According to a U.S. Commission on Civil Rights update, a study of 3,347 undergraduates revealed that women had lower self-esteem and lower aspirations than men even though their grades were about the same. Unlike their male counterparts, most females will blame themselves—not external circumstances—when they fail.

As adults, many women are faced with serious conflicts. Their intellect tells them to be responsible for themselves, but their unresolved emotions caused by years of conditioning drag them down and keep them believing that someone else will come along to take care of them. Being overprotected by mother and being *" daddy's little girl"* helped create this struggle.

Because females have been trained to depend on a man, they are often frightened and lost without a man in their lives. Many adult women look to a man to define their role or validate them as an authentic people. Often these women will jeopardize much of their potential rather than risk a life without a "husband." Some wives actually reshape their personalities or relinquish their own skills to conform to the needs or demands of their spouses—hoping that will keep the marriage together. Unfortunately, that kind of behavior won't save a marriage. The only guaranteed result is that, eventually, not only will the husband lose respect for her, but she will lose what little self-esteem she may have had as well.

MYTHS ABOUT WOMEN

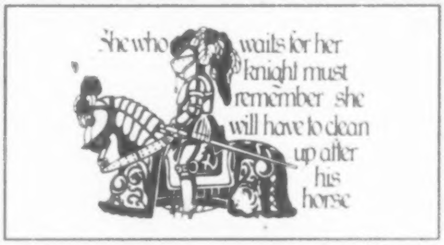
What can society and you as young women and men growing up in these times of transition do to change the perceived and real roles of women? To begin with, you must dispel some of the myths and mystique around womanhood that were created by well-intentioned men, women and parents who simply did not—and often still don't—understand the consequences.



- **"A woman's place is in the home."** A woman's place is anywhere she wants to be. There are no longer places that women don't belong. Laws help protect women from discrimination. Now you have to work to change the attitudes of people, who still believe women should know their places. Men's work has always been more respected, more valued and more highly paid. It's time that changed. You as the future generation can balance the scales of justice.

"The more successful a man is in his life, the more certain everyone is he will make a successful husband. The more successful a woman is the more most people are afraid she may not be a successful wife."

Margaret Mead


She who waits for her knight must remember she will have to clean up after his horse

- **Women are second-class citizens**. For many years, women played martyrs. They had been taught self-denial, self-sacrifice and that their families came first—like the male breadwinner, working only to provide for his family. Learning to put herself second was central to the feminine role she was asked to play. Women today no longer believe that they are second class because they know that they are not. Women need to remember that they are as good as any man. They deserve the same treatment, respect and **salary.**

- **A woman can't be happy unless she is married or has a man in her life.** Everyone wants someone to share the joys and sorrows that occur during one's life. There is something unique and special about two people in love. There is also a great deal of beauty that can be enjoyed without a love partner—that's what good friends are for also. Women will only feel a void in their lives, if they allow finding and keeping a mate to be their sole interest in life. Happiness can come from so many sources. It starts within!!

"These days, a broken-hearted woman is as likely to be a woman who has lost her promotion as one who has lost her man."

Betty Rollin

- **Don't be too smart or men won't like you.** Only if a man is terribly insecure and has no self-esteem will that be true. And who needs that kind of man anyway? Women ought to be the best and smartest that they possibly can. If a man is threatened by an intelligent woman, it's his loss. Both sexes should be seeking partners whom they can respect.

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- **Women must give unconditional love.** Men and women should be able to give unconditional love. It means, *"I love you in spite of our differences."* **Unconditional love does not include loyalty to anyone who is verbally or physically abusive. Nothing gives anyone the liberty to be abusive—and certainly not wedding vows.** Give your love only to someone worthy of receiving it. **AN ABUSIVE PARTNER IS NOT WORTHY OF ANYTHING.** Develop your own self-esteem so that you do not allow yourself to stay in situations that are not beneficial to your health, happiness or welfare.

> **"WOMEN NEED TO LOVE MEN A LITTLE LESS**
> **AND THEMSELVES A LITTLE MORE." - Dr. Joyce Brothers**

- **A women isn't fulfilled or complete without a child.** Obviously, only the female can conceive and bear children, but choosing to have a child is an emotional and psychological decision. Not every woman feels compelled to have a child. Women electing to remain childless can be just as fulfilled. They simply find fulfillment in different ways. There are many whole and contented women who have chosen not to have children.

- **Women must be caretakers.** Men and women need only to be caretakers of themselves and the children they raise. A woman may agree to be the caretaker of the home, but it should no longer be assumed that a woman's sole responsibility is taking care of her partner and his home. Today men and women are learning how to share equally in household tasks—if both partners work.

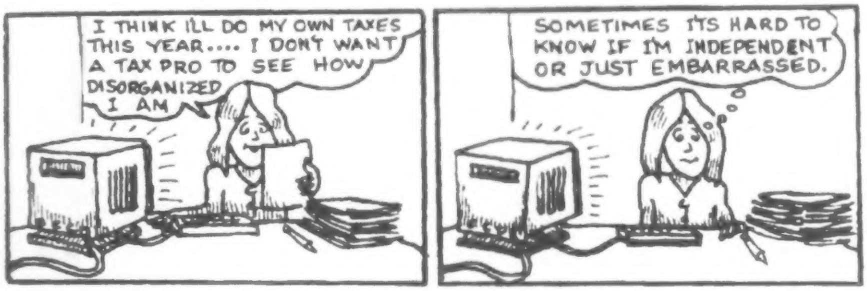
- **Women talk too much and are too emotional.** Most males really believe that woman are too open. The truth is females generally have more to say because they have been given early permission to talk about issues in far more depth and areas that were off limits to many males. Women were not only allowed, but encouraged, to talk about their feelings and what they thought.

  Many men find it difficult to openly share their emotions so they believe that women talk too much. Women should try to understand that when they ask their partners to be more communicative and they say *"I'm more open with you than I've ever been with anyone."* They really mean it. Be patient. The author Lillian Rubin, once wrote, *"The lack of intimacy in a marriage makes women suffocate men for the need of it."* Women may need to stop demanding emotions and allow their partners to gradually learn to open up—without *suffocating* them.

- **Women aren't supposed to desire or enjoy sex. It's their obligation.** This myth is slowly disappearing because women are becoming more assertive about all their needs. Sexuality is to be equally enjoyed by both men and women. Unfortunately, the sexual revolution of the 70's pushed some teenagers—male and female— to have sex whether they enjoyed it or not. Surveys report that many teenage girls who indulge in sexual activity are not enjoying it at all. They simply want to hold on to a boyfriend who is pressuring them to have sex. Sex is meant to bring pleasure to men and women who are mature enough to make the right sexual decisions. It should **NEVER** be performed out of fear, pressure or obligation.

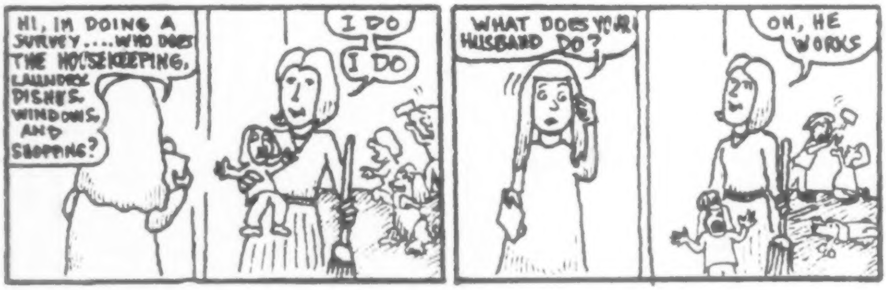
TODAY'S WOMAN (For Girls Only)

What of today's women? For many, there is a struggle to maintain a strong sense of worth. Their childhood history trained them one way, but their adult intellect reinforces their desire to be strong, competent and independent human beings.


I THINK I'LL DO MY OWN TAXES THIS YEAR.... I DON'T WANT A TAX PRO TO SEE HOW DISORGANIZED I AM
SOMETIMES ITS HARD TO KNOW IF I'M INDEPENDENT OR JUST EMBARRASSED.

Most women today are completing more education and having fewer children. They are aware of the possibility that they may be the sole provider for themselves and possibly even their children. They are also aware of the increasing period of widowhood that they will experience because so many men die at earlier ages than women.

Some economically able women are still choosing traditional roles of staying home to care for their children and tend house. There is certainly nothing wrong with choosing this role. Children thrive from love and attention, although a woman staying home doesn't guarantee that. This is another area of great concern to those studying the family. Surveys have been conducted to determine whether children suffer when both mother and father work. The main issue that continues to surface is that it's not so much the quantity of time spent with a child, but the quality of that time no matter how brief. (This will be explored further in the chapter on Dual-Income Marriages). If a mother actually chooses this role and is fulfilled and satisfied being a full-time mother, then—and only then—will her children benefit.


HI, IM DOING A SURVEY....WHO DOES THE HOUSEKEEPING, LAUNDRY, DISHES, WINDOWS, AND SHOPPING?
I DO
I DO
WHAT DOES YOUR HUSBAND DO?
OH, HE WORKS

Deciding to stay home and raise children can and should be a very positive, gratifying and rewarding experience. It is still important—maybe even more essential—for a woman who chooses to stay home with her children to develop a strong sense of autonomy and find ways to establish her independence. Mothers at home are more visible role models. If children perceive the role of mother and housewife as insignificant, then they may grow up believing the woman's role is actually inferior. If the husband regards the role that way and children see their mothers as helpless, weak, incompetent or overly dependent on her mate, they will continue to think that women are less valued than men.

> **"...so long as a woman is dependent on a man for her self-image or her self-esteem she will remain without any sense of her own worth --and can never be a fully realized human being."**
>
> **-Eleanor Perry**

Before you can change the myths about women and other erroneous perceptions about women, you must believe in yourselves and see yourselves as strong, capable and independent human beings. You must be willing to place yourselves on equal planes with the men in your lives. You have to take responsibility for your own lives. The myth that Prince Charming is going to come on his horse to whisk you off into the sunset to live happily ever after must be shattered forever.

Helen Collier, a psychologist noted for her work with women, suggests that a mentally healthy woman should work toward developing these characteristics:

1. She values herself as an individual and as a female rather than depreciating herself as a woman.
2. She chooses behaviors according to their suitability to her and to the situation, perhaps deliberately resisting conforming to female sex stereotypes, but certainly not conforming to them unwittingly.
3. She consistently tends towards emotional, social, and economic self-sufficiency, striving for separateness and autonomy before seeking interdependence.
4. She appreciates differences as much as similarities, preferring variety in herself and others to stereotypes.
5. She enjoys the power of her emotions and herself and displays this power through vivacity and energy.
6. She takes risks and extends herself without placing too much emphasis on either success or on failure.

> **"To be somebody, a woman does not have to be more like a man, but has to be more of a woman."**
>
> **-Sally E. Shaywitz**

CONCLUSION (FOR GIRLS ONLY)

We no longer live in an age where brute force decides dominance. We live in a nuclear age where survival is linked to perception, sensitivity and logic. You can now be an equally dominant force, if you can learn to rely on yourself and your abilities and use them in ways that are productive.

This does not mean taking on traditional *"masculine" characteristics.* It does not mean being tough or hard, or holding back your feelings. It doesn't mean dying younger or having more illnesses. It does means that you can use your feminine as well as your masculine side differently. Now you can use them in ways that will lead you down the path of success and happiness.

BEING A WOMAN IS AN EXCITING, STIMULATING AND CHALLENGING ROLE. ENJOY IT!

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men can be
responsible,
gentle, loving,
caring, tender,
sensitive, and
compassionate
human beings.

spread the word.

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women
can be assertive,
gentle, independent,
loving, adventurous,
responsible, strong,
and compassionate
human beings.

spread the word.

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REVIEW QUESTIONS

1. Explain what gender roles are.
2. Explain the *"nurture vs. nature"* debate.
3. Describe some of the physical differences between males and females.
4. Explain how the menstrual cycle and menopause affect females. How do they affect family life?
5. Explain what is meant by androgynous.
6. Explain how parents respond differently to girl vs. boy babies.
7. Describe the different parenting techniques used for sons vs. daughters.
8. Illustrate some emotional differences between men and women that our society encourages.
9. Describe some of the ways men and women display their emotions.
10. Explain how sex roles are changing.
11. Explain the quote "masculinity is a health hazard as long as it means being inexpressive and invulnerable."

DISCUSSION QUESTIONS

1. What are some ways that you'd like to behave that would violate sex role stereotypes? What's stopping you? (For example, a girl calling a boy for a date or a girl paying for the entire date or making the first pass.)
2. Describe some ways you have been discriminated against because of your sex. Discuss how it made you feel.
3. Are sex roles clearly defined in your famiiy? Explain.
4. Do you think you treat people differently because of their sex? Do you think you respond differently? Explain.
5. Are there some traditional roles that you're comfortable with or actually enjoy? Describe them.
6. Do you ever wish you could be the opposite sex? If yes, under what circumstances?
7. Do you think you allow both your masculine and feminine sides to surface? If so, explain.
8. How do you feel when someone acts out of their traditional gender role? For example, if a boy cries or a girl acts tough. Describe your feelings.
9. Do you think changing sex-role expectations can actually lead to equality in the work force, relationships, marriage? Why or why not?
10. What do you think is the most important factor leading to the equality of men and women in marriage and in society in general? Why?

TEACHER ACTIVITIES: SEX AND GENDER ROLES

1. Write an essay on how you would explain to a visitor from Mars what men and women had to do and know about each other to get along in our society.
2. In the famous play, "My Fair Lady", the leading man sings this song:

> **"Why can't a woman be more like a man? Why can't a woman take after man? Men are so pleasant, so easy to please; Whenever you're with them, you're always at ease. Would you be slighted if I didn't speak for hours? Of course not. Would you be livid if I had a drink or two? Nonsense. Would you be wounded if I never sent you flowers? Never. Why can't a woman be more like a man?"**

What do you think it means? How do the girls feel about the words? the boys?

3 . A PERSONAL PROFILE: SEX ROLES AND YOU. For each of the ten characteristics listed below, decide how well it describes you.

Circle I for TRUE if it describes you well. Circle O for FALSE if it does not describe you.

	TRUE	FALSE
1. I am very independent.	I	0
2. I can express my emotions easily.	I	0
3. I seldom give up easily.	I	0
4. I am very sensitive and responsive to the feelings of others.	I	0
5. I feel challenged to master difficult tasks.	I	0
6. It is important to me to be kind and gentle to others.	I	0
7. I am very helpful to others.	I	0
8. I stand up well under pressure.	I	0
9. I feel confident about my ability to get things done.	I	0
10. I am able to devote myself completely to others.	I	0

Add up the numbers you circled to get your score.

SCORE = 8-10 You have a nontraditional sex-role orientation since you score high on both masculine and feminine attributes. This is often called an ANDROGYNOUS sex-role orientation.

SCORE = 0-7 You have a more traditional FEMININE sex-role orientation if you scored TRUE for items 2, 4, 6, 7, and 10. You have a more traditional MASCULINE sex-role orientation if you scored TRUE for items 1, 3,5, 8, and 9.

(Source Unknown)

4 . Select three cartoons from magazines or newspapers. The cartons selected should be ones which show the underlying assumptions about sex roles. Select one cartoon portraying stereotypical female sex-role behavior and one showing typical male behavior. For each cartoon, carefully analyze the sex-role assumptions shown in the cartoon, what sex role expectations are illustrated and why the cartoon is funny (or supposed to be funny.)

5. Select ONE popular song and describe how the lyrics of the song also reflect sex role expectations for males, females OR couples. EACH item should take about one page.

6. **FLEXIBLE vs. RIGID ROLES**

(A) People are either flexible or rigid in terms of their behavior and the roles they play. For instance, if your father is comfortable showing emotions or tears or if he helps with household chores like washing the dishes, he is probably relatively independent of the masculine stereotype and he would be considered wholly flexible; if your mother detests "woman's talk" or enjoys fixing the car or developing a career she is probably relatively independent of the feminine stereotype, she would also be considered flexible. How would you rate them? (F) for father (M) for mother.

Wholly rigid and stereotyped _____
Quite rigid and stereotyped _____
Neither rigid nor flexible _____
Somewhat flexible _____
Wholly flexible _____

How would you rate your own behavior?

(B) Make a list of typical gender (masculine/feminine) tasks. Which tasks does your mother do? your father? Which do they share?

Example:.

1. wash dishes
2. make dinner
3. repair things around the house
4. pay the bills when due
5. discipline the children
6. handle money on vacation
7. give comfort to the other when upset
8. lock up at night
9. put out the garbage
10. keep in touch with relatives

Add other examples of your own.

(C) Who is the decision maker? Mother? Father? Both?

(D) To what extent does your family have different sets of roles, patterns and expectations for different family members?

For example: daughters are expected to clean house; sons mow the lawn.

7. Form two (2) small same sex groups. Give each group a sheet of paper. Have one student take notes. Ask females to list advantages and disadvantages of being a male and males to list advantages and disadvantages of being a female. Then have each group give their list to an opposite sex group. Have each group read the list they received and discuss their feelings about the perception of the other sex and the pros and cons of being a member of their own sex.

A SEX-ROLE CHECKLIST

Mark each statement with A (agree), D (disagree), or U (Undecided).

A D U 1. As the main breadwinner, the man should have the final decision as to which occupation he enters and how much of his time to devote to it.

A D U 2. As the main breadwinner, the husband need not share information with the wife about the family's financial status and business affairs.

A D U 3. The husband and wife should have equal privileges in going out at night, with same-sex friends, or to pursue heterosexual friendships.

A D U 4. The husband and wife should decide before they are married who has the right to make decisions about certain matters—such as style of house furnishing, frequency of family visiting, disciplining of children.

A D U 5. The husband and wife should have equal responsibility to support the family and to spend time with the children.

A D U 6. The woman should seek a career only if it does not interfere with her duties to her husband, children and home.

A D U 7. The woman should enter gainful employment only after her children have reached adolescence.

A D U 8. The woman needs some time for personal development away from her home and her family.

A D U 9. The man should earn a good living if he is to expect love and respect from his wife and children.

A D U 10. The wife should take full responsibility for care and rearing of the children so that the man can give his time to earning a living and get the rest and recreation he needs to be at his best at work.

A D U 11. It is the wife's duty to be home when her husband gets home from work and when the children get home from school.

A D U 12. The woman should work only in those jobs that do not encourage aggressiveness lest she carry into the home nonnurturing ways of functioning.

A D U 13. If the woman earns more money than her husband or has a higher status outside the home, she should recognize the threat this may offer to his ego and play down her accomplishments when she is around.

A D U 14. It is all right for a woman to work to put her husband through school, but as soon as he graduates, he should not be expected to return the favor. He should expect to pursue the career for which he prepared even if this takes them.

FAMILY RESPONSIBILITY INVENTORY

This check list enables you to express your idea about roles on certain family matters. As you see it....should the husband (H), wife (W), either (E), or both (B) perform these functions? Check the appropriate letter.

H W E B 1. Be the financial manager.
H W E B 2. Have the final decision on important matters.
H W E B 3. Discipline.
H W E B 4. Be most expressive in their feeling of affection for family.
H W E B 5. Make decisions about what daughter does.
H W E B 6. Make decisions about what son does.
H W E B 7. Give sex education to a son
H W E B 8. Give sex education to a daughter.
H W E B 9. Play "make" believe" games with the children.
H W E B 10. Work to help provide the family income.
H W E B 11. Take the lead in the sexual relationship.
H W E B 12. Build ties with the community.
H W E B 13. Decide where the family should live.
H W E B 14. Have a career.
H W E B 15. Clean the house.
H W E B 16. Take Out the garbage.
H W E B 17. Change diapers.
H W E B 18. Prepare meals.
H W E B 19. Do the laundry.
H W E B 20. Do yard work.
H W E B 21. Feed the baby.
H W E B 22. Pay the bills.
H W E B 23. Shop for food.
H W E B 24. Buy clothes for the children.
H W E B 25. Stay home with sick children.
H W E B 26. Select furniture.
H W E B 27. Entertain guests.

SEX ROLE TRAITS

Put an F by the traits which you think are associated with femininity, and an M by the traits you feel are associated with masculinity. Put an N by a traits you feel are not associated with either masculinity and femininity.

_____ graceful
_____ helpless
_____ gossipy
_____ dominating
_____ practical
_____ individualistic
_____ aggressive
_____ responsive
_____ crude
_____ impractical
_____ cruel
_____ mature
_____ talkative
_____ adaptable
_____ sensuous
_____ smart
_____ loud
_____ insensitive
_____ warm
_____ fearful
_____ breadwinner
_____ moral
_____ uninhibited
_____ compassionate
_____ brave
_____ non-athletic
_____ child-centered
_____ proud
_____ free
_____ sensitive
_____ manipulative
_____ romantic
_____ emotional
_____ faithful
_____ sexy
_____ happy
_____ rough
_____ playful
_____ loving
_____ communicative
_____ strong
_____ confident
_____ competitive
_____ seductive
_____ active
_____ church-going
_____ nervous
_____ assertive
_____ insecure
_____ honest
_____ scared
_____ hypocritical
_____ modest
_____ materialistic
_____ pretty
_____ intelligent
_____ cute
_____ gentle
_____ tough

Put an F by the activities which you think are associated with femininity and an M by the activities that you feel are associated with masculinity. Put an N by the activities that you feel are not associated with either.

_____ tennis
_____ football
_____ buying a new car
_____ baseball
_____ hockey
_____ travelling alone
_____ soccer
_____ basketball

List Others

Put an F by the occupations which you think are associated with femininity and an M by the occupations that you feel are associated with masculinity. Put an N by the occupations that you feel are not associated with either.

_____ soldier
_____ mechanic
_____ president of a company
_____ interior designer
_____ truck driver
_____ nurse
_____ engineer
_____ architect
_____ teacher
_____ doctor
_____ secretary
_____ artist

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FRIENDSHIP

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain different kinds of friendships.
- Identify and explain characteristics of a good friend.
- Describe some ways to maintain friendships.
- Explain the obstacles and difficulties of male friendships.
- Explain the importance of friendships to marriage.

FRIENDSHIP

> **"A friend is one who knows you as you are,**
> **Understands where you've been,**
> **Accepts who you've become,**
> **And still gently invites you to grow."**
> **-Unknown**

Can you imagine going through life without a friend? Some of you may choose not to marry and some may not find a mate, but all of you will have some type of friends during your life. From time to time, they may change and new ones will enter your life, but friends will unquestionably play a significant role throughout your life.

We are all essentially alone. We come into the world alone and we leave it alone, but the intimate connections we make during our lifetime determine the quality and substance of the time that we spend on earth. Making and keeping friends help alleviate problems of loneliness and feelings of isolation.

Friends, like a mate, can be your strongest support system. They will, however, serve different functions and satisfy different needs than a mate. At various stages of your lives, you will seek people out for different reasons. As you mature, your needs and your viewpoints change. To meet these changes, you may surround yourselves with different kinds of people. Since you all have many parts to your personalities, you may need several friends to compliment those parts.

Friends can be your basic source of happiness—outside of yourselves. They are a vital human and social connection, yet as adults we are sometimes so busy with our careers, romance and marriage that our needs for friendship are reduced. It is unfortunate that some people only use friends to fill the void between romances or before marriage. With our divorce rate climbing and our seeming inability to make commitments, it may be that friends are the most stable and secure part of our lives.

In this chapter we are going to explore friendship. We will look at the different kinds of friends we can have—what it means to be a friend—how to develop and maintain them and what to expect or not to expect from a friend. We will also look closely at male-to-male friendships and the importance of maintaining friends after marriage.

KINDS OF FRIENDS

True friendship doesn't usually exist in early childhood. It is during preadolescence that the urge to bond with another person becomes strong. This is when the feelings and desires of another person become almost as important as your own and this is when you are ready to risk revealing your newly emerging identities to one another.

Your closest friendships are generally formed during adolescence and early adulthood. It may be that your need for protection and loyalty is stronger at this time because you are trying to break away from your parents and prove your ability to be independent.

Usually, in your preteen and teen years you attach yourselves to a group of friends that is called a **reference** or **peer** group. It is sometimes called a **clique**, though a clique may be a smaller, more defined group. These kinds of groups can help you establish your attitudes and beliefs which are based on the guidance and training that your parents have given you. That guidance and all your past experiences affects the way you select and make friends. A peer group will help you to develop a sense of loyalty, autonomy and status. It can also help you to begin to learn to judge people and situations.

During these years you may also establish **platonic** friendships which are attachments to the opposite sex based on genuine caring but not physical attraction. This type of friendship is usually with someone who is not your idea of a girlfriend or boyfriend but with whom you share similar interests. Platonic relationships can be very valuable because they can offer insights into the thoughts, feelings and behavior of the opposite sex.

Too often sex can be the barrier which separates men and women from becoming platonic friends. Unfortunately, society often assumes that if a man and a woman are having a relationship, it must be sexual. Implied is the belief that if a woman and a man have some dependency on each other which is basic to friendship, they will also become dependent in the sexual area. Another issue that often clouds platonic friendships is money. As long as men continue to earn more, it will be difficult for men and women to have equal relationships. This is changing, but it is still a major roadblock.

Preteen and teen years may also be the time you discover a **"best or closest friend."** There are many words that describe this kind of attachment: *buddy, pal, "main man"* and even *"bosom buddy,"* a term that was popular in the past. The term 'best' friend can often cause competition between close friends because it suggests that one friend is better than the other.

A best friend is generally of the same sex, though it certainly doesn't have to be. There does seem to be a greater comfort level between friends of the same sex. A close friend is someone who is supportive, caring and trusting, who allows you to try new roles without fear of rejection or criticism. It is someone who is wholeheartedly on your side, accepts your good, as well as your bad and who offers emotional backing when your self-worth is a little shaky. We also form casual, less intimate ties with some people we call **acquaintances**. Often we mistakenly think of acquaintances as friends and then feel let down and disappointed when they don't live up to our definition of a friend. Often young people tend to think of everyone they strike up a conversation with as a friend—when in reality they are only acquaintances.

CHARACTERISTICS OF A GOOD FRIEND

Unfortunately there aren't any formal guidelines to being or keeping a friend, but certain elements seem clear. Being a friend requires special skills and an understanding of the commitment needed to sustain a friendship. The attributes of a good friend are **loyalty, trust,**

confidence, respect, consideration, support, generosity, sincerity, sensitivity, reliability, understanding and honesty. Probably the most important characteristics of a good friend are **tolerance** and **acceptance**. A true friend is able to accept without judging.

C. Ramond Beran sees a good friend this way:

> **"What is a friend? I will tell you. It is a person with whom you dare to be yourself. Your soul can be naked with him. He seems to ask of you to put on nothing, only to be what you are. He does not want you to be better or worse. When you are with him, you feel as a prisoner feels who has been declared innocent. You do not have to be on your guard. You can say what you think, so long as it is genuinely you. He understands those contradictions in your nature that lead others to misjudge you. With him you breathe freely. You can avow your little vanities and envies and hates and vicious sparks, your meannesses and absurdities and, in opening them up to him, they are lost, dissolved on the white ocean of his loyalty. He understands. You do not have to be careful. You can abuse him, neglect him, tolerate him. Best of all, you can keep still with him. It makes no matter. He likes you - he is like fire that purges to the bone. He understands. You can weep with him, sin with him, laugh with him, pray with him.Through it all—and underneath—he sees, knows and loves you. A friend? What is a friend? Just one, I repeat, with whom you dare to be yourself."**

FINDING FRIENDS

How do you find friends? If you want them, you have to go out and look for them. You have to be available to meet new people. If you sit around and wait for friends to find you, you will be greatly disappointed. Your feelings of self-worth will probably be lessened while you're waiting because you may begin to feel no one values you or that you are unworthy of friendship. If you want to be loved, you must be willing to seek out and give love. If you are, someone will choose you to be their friend.

You must be clear about the kinds of friends you want—superficial, casual, close or intense. Not everyone wants or needs deep friendships. If you choose to have only casual friends that's okay, as long as your decision isn't based on your fear of rejection. If you hold onto that fear and remain emotionally unexpressive and detached, you will never know what it feels like to have a close friend or to be one.

A friendship usually begins when one person reaches out to another whom he/she would like to befriend. Then that person waits for signs or cues that the other person is receptive

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desirous of entering into a relationship. The next step is to interpret the signs and decide whether to respond and pursue the friendship or to recognize that the potential for friendship is not there. If the go ahead sign is given, don't expect too much too soon. Give the other person a chance or the pressure may cause them to back away.

Some people mistakenly think of a friend as someone who is there whenever they need them. They feel if they can't count on their friends, then they're not really friends. Then they feel alone and unloved. Thinking that there will be a person who can give us everything all the time is a very unrealistic expectation. As in any relationship, peoples' needs and abilities to give just aren't the same. Even when the needs are similar, the timing will probably be different. Just because you have a need or a desire to give at a particular time doesn't necessarily mean that a friend will feel the same way, too.

Clubs/Organizations

One of the ways to overcome this unrealistic expectation is to broaden your scope of friendships. That way you may find a bigger arena of friendships to choose from. You may want to think about joining a club or organization where young people get together as a group to socialize or to enjoy a common cause or activity. For example, if you enjoy animals, you may want to think about the 4-H club. If you like music, join the chorus or band at your school. Many recreation centers have sports teams such as basketball, softball or swimming. If you have a YMCA or YWCA, it usually has activities and outings in which you can meet new people and possibly make new friends. The same is true for Boys' and Girls' Clubs, if you have one in your area. If you like the outdoors, you may want to consider some organization like the Explorers Scouts, Boy Scouts or Girl Scouts.

If you don't have any organized club, you might even want to think about forming your own. Show some initiative and get a group of kids from your school or neighborhood who like the same activity or sport. Form a hiking club or a softball team. If you feel you can't do it on your own, get some adult or a group of kids to help you get it started.

Gangs

One type of group that you don't want to get involved in is a *"gang."* Though it is possible that you might find friendship there, a gang usually spells trouble. There may be some gangs that are not bad, but usually they are formed for the sole purpose of doing something that is either illegal, immoral or just dangerous. The kids that get involved do so because they generally don't feel very good about themselves. They have very little—if any—emotional support from their families. They may not even have a real family. So they're looking for others to help them feel better about themselves, to support them and, in a way, even to love them. Gang members always act and talk tough, but down deep they're lonely, frightened little boys and girls. Many gang members drop out of school because they think education is not *"cool"*—and gang members believe they must look and act cool. That's why they wear certain colors or jackets or expensive clothes or jewelry.

If you are feeling lonely and don't feel like you belong anywhere, a gang may give you some temporary support. However, anyone who has ever been involved in one can tell you that, in the long run, it will only bring you both physical and emotional pain and possibly even shame that may follow you your whole life. Worse yet, you might end up in jail for a very long time. There are others ways of belonging and making friends. Work on building your self-confidence and your self-esteem so you can make yourself feel better. Then you won't need someone or something else to do it. There are so many other ways of attracting the kinds of people that will be positive influences in your life.

MAINTAINING FRIENDSHIPS

What can you do to keep friends once you've attracted them? Like any relationship, it takes work. It doesn't just happen. Here is a list of behaviors and attitudes that may help you to develop and maintain healthy and loving friendships:

- **Be consistent in your willingness to be open and sharing**. The more you share intimately, the more the relationship will deepen and grow.
- **Show consideration and respect by being sensitive to feelings**. Remember, you are relating to someone who is unique and who also has fears, hopes and dreams.
- **Be willing to share all parts of you.** You have many sides. Feeling vulnerable, silly, rational, serious, playful, foolish, happy or sad are all real parts of you. Don't be afraid of letting a friend see them. Good friends must be comfortable revealing all of their parts at different times.
- **Express appreciation and openly show affection.** It will deepen the bond between you. Praise or pay a compliment without expecting it to be returned. Remember people don't always feel the same and even if they do, they won't necessarily have those feelings at the same time that you do.
- **See friends clearly**. You can see their faults, while still appreciating them.
- **Know what you want out of the relationship.** Realistic expectations and guidelines can keep the friendship on track. If there are no hidden or silent expectations, you won't be disappointed.
- **Friendship, like any relationship, will have its peaks and valleys.** Stick with it during the valleys.

When you're lonely, I wish you love,
When you're down, I wish you joy.
When you're troubled, I wish you peace.
When things are complicated,
I wish you simple beauty.
When things are chaotic, I wish you inner silence,
When things look empty, I wish you hope."

- **Enjoy friendships while they last.** All relationships evolve. People who are close to us during one period of our lives may not remain close as we grow and change.

- **Each relationship that you develop will have a unique combination of qualities.** Be prepared to tune into the level of intimacy and need required to sustain each one individually.

- **Friendship requires generosity, confidence and loyalty.**

- **You won't get from friends what you give to them, you will get what they have to give, when they want to give it.**

- **Know that friends will disappoint you from time to time.** They're human too.

- **Sometimes friends will hold you up, sometimes they'll lean on you.** Other times it's enough to know that they're standing by.

- **Friendships, like love, need to be nurtured.** Friends need to spend time together, talk on the phone occasionally and, if separated, to correspond. Some contact must be maintained.

- **Sometimes friends can go for years without regular contact and still maintain closeness.** They're usually the ones we've known a long time or with whom we have a shared history. Cards are a great way to stay in touch. Like this one, the message is enough:

A Lasting Friendship.

"Some people are fortunate enough
to meet someone special in their lives
who, even though they each may follow
their separate ways, continue to share
a lasting friendship.

The special times spent together,
the people and places shared,
are memories both will always have.

They are the people remembered always,
who live in the heart no matter what...
always just a thought or a phone call away,
even if the years have come between.

This is for you my special friend,
given with a special kind of love,
Thank you for all the times in my life

you were such a vital part of,
and for being the unique essence
of our lasting friendship."
-Cammie Charle

- **Share deep secrets.** It can help you get to know yourself better. When you fully disclose yourself to another, you often begin to see, think and feel things you didn't know about yourself. If someone else accepts all your parts, even negative ones, it can help you accept yourself more fully. You always have the right to decide how much of yourself you wish to reveal at any time.

- **Get involved in someone else's life.** It can give you an increased feeling of power, strength, and energy.

- **Respect each other's right to silence.** Good friends don't feel the need to converse constantly. They understand the need for quiet time.

- **Be cautious with your criticism.** Don't say things that will deliberately hurt the other person. Handle disagreements without disturbing the foundation upon which the relationship is built.

- **Be fun to be with.** No one wants to be with someone who is serious all the time.

- **Share the bad times as well as the good.** Helping a friend with a problem or a burdensome task will strengthen the bond between you.

- **Don't expect friends to totally understand you all the time.** You are a complex and intricate being, just as they are.

- **Avoid peoples' *"hot spots"* or vulnerable areas, unless asked to respond to them.** If a friend has too many hot spots, you may want to reevaluate the relationship.

- **Don't expect a friend to save you.** YOU HAVE TO SAVE YOURSELF.

- **Keep promises if you make them.** Your word should be important to you. If you let friends down too often, you may find yourself without them.

- **Rituals can deepen a relationship.** Planning weekly outings, such as going to the movies or having lunch or dinner together, helps to maintain the bond. Remember, friendships need constant nurturing.

- **Be honest.** Don't say things you don't really feel. Friends will quickly recognize phoniness.

- **Talk about your friendship.** Evaluate the relationship periodically. If the relationship isn't meeting enough of your needs, discuss it. Friends aren't mindreaders.

- **Jealousy and possessiveness can be a problem in any type of relationship.**

- **Friends need space and room to grow.** It is unrealistic to think you are their only friend or that they will want to spend all of their free time with you. Even in friendship, you can't get all your needs met from one person.

- **Friendships need mutuality.** It won't survive if one has or tries to take the upper hand. Both people need to feel free to show weakness without fearing that the other will take advantage or control.

- **Equality is crucial for a relationship to survive.** Too much dependency on either person's part will drag the relationship down.

GOOD FRIENDS ARE GOOD LISTENERS

Probably one of the most important functions of a friend is being a good listener. Often, we are more interested in talking about our own problems than in listening to others. Sometimes, friends just need an outlet to vent feelings such as fear, anger, frustration or disappointment. Unfortunately, most of us don't know how to listen to someone else's problems or sadness without feeling a certain amount of discomfort ourselves. Learning about someone's unhappiness may put you in touch with some of your own repressed feelings or fears. You may also feel helpless because you don't know what to do. Because of your own discomfort you may not allow the other person the opportunity to express his or her feelings or to work them out. Putting people on the defensive may make them feel they have to justify their feelings. They don't have to—their feelings are just that—feelings. When you stop someone from expressing or getting in touch with his or her feelings, you do more harm than good. Advising or distracting a friend who is trying to talk about feelings may seem appropriate, but it may leave the person more frustrated or angry.

Here are some positive ways to listen to and comfort friends (You may want to reread the chapter on Communication):

- **Validate their feelings** with a simple *"It sounds like you're really upset."*

- **Let them release their feelings.** Say something such as, *"Go ahead and cry, you'll feel better."* Rescuing them may not be helpful and could stop them from releasing pent-up anxieties. Painful or uncomfortable feelings will only go away if they are confronted and released.

- **Accept their feelings without judging or disapproving.**

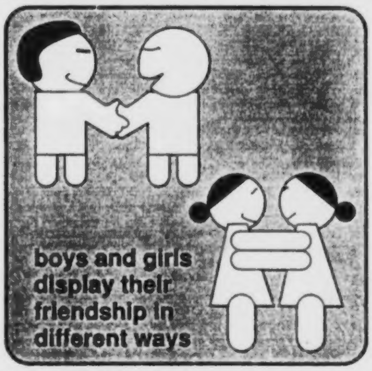
- **Allow them to make their own decisions.** Usually people don't really want or need your advice. Rescuing them won't necessarily help them. It is best to ask, *"Is there some way I can help?"* But first be sure you want to, and then set guidelines. Sometimes, it helps to offer a number of alternatives or suggest what you would do in a similar situation: *"Maybe you can try this..." or "If this were my problem, I would..."*

GENDER ROLES AND FRIENDSHIPS

Are male-to-male friendships any different than those between females? In many cases, they are. Because women have been allowed from early childhood to be open and expressive, they don't find it difficult to relate to one another in an intimate way. But that is not usually the case for men. Most adult males have very few, if any, really close friends. At least not the kind with whom they can share their innermost feelings, fears and hopes. They have a number of pals with whom they hang out. They can easily find someone with whom to go to a ball game, shoot pool or go bowling. Maybe they'll talk about politics, business, sports, cars, women or sex, but rarely will they enter a deeper level of communication. Men appear to be uncomfortable revealing intimate feelings or thoughts to other men.

Many men just do not have the skills necessary to form close alliances. They've had little practice in the art of intimacy and few role models to show them how. Many messages they received as children told them to shut off their emotions: *"Don't cry," "Don't act like a sissy," "Hugging and kissing is only for girls."* Many fathers stop touching their sons at an early age for fear of making them too *"feminine."* The only physical contact between father and son from that point on may be shaking hands. The message is strong—only girls show affection or openly express their emotions. **IT'S NOT MASCULINE BEHAVIOR.**

Girls can walk hand in hand and cry with each other over some disappointment. If boys did the same, some people might make the erroneous assumption that they're gay. As adults, that fear keeps men from expressing warmth or physical affection toward one another. In an article entitled, *"Why Men Don't Have Friends and Why Women Should Care,"* the unknown author wrote, "When a typical high school girl doesn't get a date for the prom, her method of coping with this very real adolescent disaster is to fling herself across the bed, weep and share the misery with her closest friend for hours on the telephone. She actively seeks out the comfort she needs and probably gets it through the simple device of honesty. She has been conditioned to express her emotions and that works for her. Compare her with her male counterpart, who may have been turned down flat when he asked a girl to the prom. Does he likewise pour out his disappointment to his buddies so that they can buck him up and reassure him that he's a worthwhile person anyway? Not likely. When asked, he'll probably downgrade the prom and shrug the whole business off with an *"I didn't ask anybody this year. Who wants to spend a hundred bucks ..on an idiotic dance?"* The only outlet for anguish or unhappiness allowed in the



boys and girls display their friendship in different ways

male adolescent's world is for him to kick a few garbage cans on the way home from school, slam the door of his locker or get drunk."

Even in business, men find it difficult to form real friendships, due to competition and the pressure to get ahead. Being a friend means letting your guard down and many men feel that expressing fear or self-doubt might give their opponent an edge. This competitive drive probably begins in high school, when young men begin to participate in team sports and making the team becomes an obsession.

Men at work rarely talk about their wives or children—and it is seldom that male business associates will talk about their needs or personal problems and hurts. This is generally not true for female business associates who are just more comfortable sharing intimacies because they've been doing it most of their lives. Men will only become friends with other men when they are willing to acknowledge their own needs—and when they are open and receptive to sharing those needs and other feelings with other men—and not before.

MARRIAGE AND FRIENDSHIPS

Women form strong support systems in their circle of friends. Because men don't, they often rely too much on their intimate partners for nurturing and support. Some researchers believe that is the reason men more than women seem to fall apart after a relationship ends. They have no one to turn to. The previously quoted article on male friendships further explains how men's discomfort with and lack of friends can have negative effects on a marriage: "In marriage, the friendship gaps in the husband's life may just tear that bond apart. Subtly implied in the decision to marry is the wish, *"I want you to be my best friend—for life."* But many men don't know how to be a best friend. A woman is accustomed to sharing; a man is accustomed to cover-ups. He now may honestly believe that camaraderie is the same as intimacy. But the wife can hardly settle for less than she's known all her life. The two of them are on such different wavelengths when it comes to trust, that it's often impossible for her to crack the shell that society has built around his feelings. Is it any wonder we hear the plaintiff cry from so many wives a few years later, *'He never talks to me; I can't get him to open up.'* How could he? He's never had the training, the experience, or the opportunity to learn that revelation isn't a sign of weakness, that getting naked emotionally with another person doesn't mean getting burned."

When people marry and increase their involvement with each other, they generally decrease the number of friends in their social network. They also reduce the importance of friends, particularly close friends. Like the old song, *I Only Have Eyes For You*, many people feel that once they marry, they can only look at, talk to and be friends with their mate.

Though it is important for mates to be good friends, the relationship will not thrive if they become completely dependent on one another. It is crucial that couples continue to maintain their outside network of friends. It is also crucial that spouses support each other in their attempts to nurture these friendships. If one partner is not comfortable with the other's decision to maintain friends, problems will arise. This issue needs to be worked out mutually.

Often marriage means the exclusion of all platonic (*opposite sex*) friends too. Traditional social norms suggest opposite-sex needs can and should be met only through marriage. This is one of those unrealistic expectations that says your mate can be all things to you. Friends will be important throughout your lives. Don't think you are being disloyal to your partner because you recognize the value of keeping and nurturing friendships after marriage.

CONCLUSION

Being a good friend does carry a lot of responsibilities along with it. Establishing and maintaining strong ties with another human being is no easy task, but it can be very rewarding and gratifying. Having friends to share your joys and sorrows can ease life's burdens, comfort your pain and add joy and laughter to a dull day. All relationships are hard work and need constant nurturing, but friends are well worth the trouble. How good a friend are you?

REVIEW QUESTIONS

1. Identify and explain the different kinds of friendships.
2. Identify characteristics of a good friend.
3. How does friendship begin?
4. Identify and describe five ways to maintain friendships.
5. Explain why males have difficulties forming close friendships.
6. Are male friendships different than female friendships? Explain.
7. Explain why it is important to maintain friendships after marriage.

DISCUSSION QUESTIONS

1. Do you have a best friend or just a few close friends?
2. What does being a friend mean to you?
3. What does friendship mean to you?
4. How would you describe your relationship with your friends? How would you change them?
5. Do you think men and women can be friends? Do you have opposite sex friends?
6. What do you do to maintain your friendships?
7. Do you think people who don't see or speak to each other often can still be friends?
8. What do you think about keeping and spending time with friends after marriage? Is it okay or should your only friend be your mate?

RESOURCES AND REFERENCES

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"How To Be A Good Friend," Amy Bjork Harris and Thomas A. Harris, M.D., 1985.
"Sexuality and Cross Gender Friendship," Robert Bell, Temple University, 1984.
"How Good A Friend Are You?" Gary Norton Edelman.
"Best Friends," Ziva Kwitney, Cosmopolitan Magazine.
"Why Is There Such A Shortage of Real Friends In Your Life?" Alan Loy McGinnis, New Woman Magazine, April 1983.
"How To Find Friends and Maintain Them," Darrell Gifford, Miami Herald, June 1983.

Books:

JUST FRIENDS. The Role Of Friendship In Our Lives, Lillian B. Rubin, 1985, Harper and Row Publishers, New York.
So You Think You Know Your Best Friend, Bruce Nash, Wanderer Book by Simon and Schuster, 1981.
Friendship-How To Give It. How To Get It, Joel Block, McMillan Books, l980.

TEACHER ACTIVITIES: FRIENDSHIP

1. Have the boys sit in a circle with the girls sitting behind them, chairs back to back. Ask the boys to respond to the male friendship issue. Do they agree with the text? Do they have close friends or just buddies? The girls are to just listen. At the end, ask the boys if the girls may ask them any questions. Only if they say yes may the girls ask questions about the topic. (Fishbowl activities may be done with a number of small groups, if the class is too large.)

2. Have the girls sit in a circle with the boys sitting behind them. Ask them to discuss what it means to them to have a best friend. Again, at the end, if all right with the girls, the boys may ask questions.

3. Have boys and girls pair up with same-sex partners. Have them each describe what friendship means to them. Ask them to share with their partner the areas of friendship they have trouble with.

4. **WHO IS YOUR SPECIAL FRIEND?**
   Give the following directions:
   Lie on the floor and close your eyes. Think of a special friend. With eyes still closed, picture your friend in your mind. Pretend you and your friend are going to a special place. What type of place would be special for the two of you? What would you do at this special place? Take your time visualizing it. Now take your friend's hand and walk him or her home. Walk back to your special place.

   Sit up, open your eyes, and look at your friend if he or she is in the room. If you'd feel comfortable doing so, stand up, walk around the room, and tell each person: "I am (say your name) and my friend is (say your friend's name) and my friend (say what your friend does) for me."

   Did you find it hard to see your friend with your eyes closed? Did you find it hard to tell everyone who your friend was? What does friendship mean? What responsibilities does friendship involve?

(Source: Turn Ons—185 Strategies for the Secondary Classroom, Stephen K. Smuin.)

AFFECTION AND TOUCHING

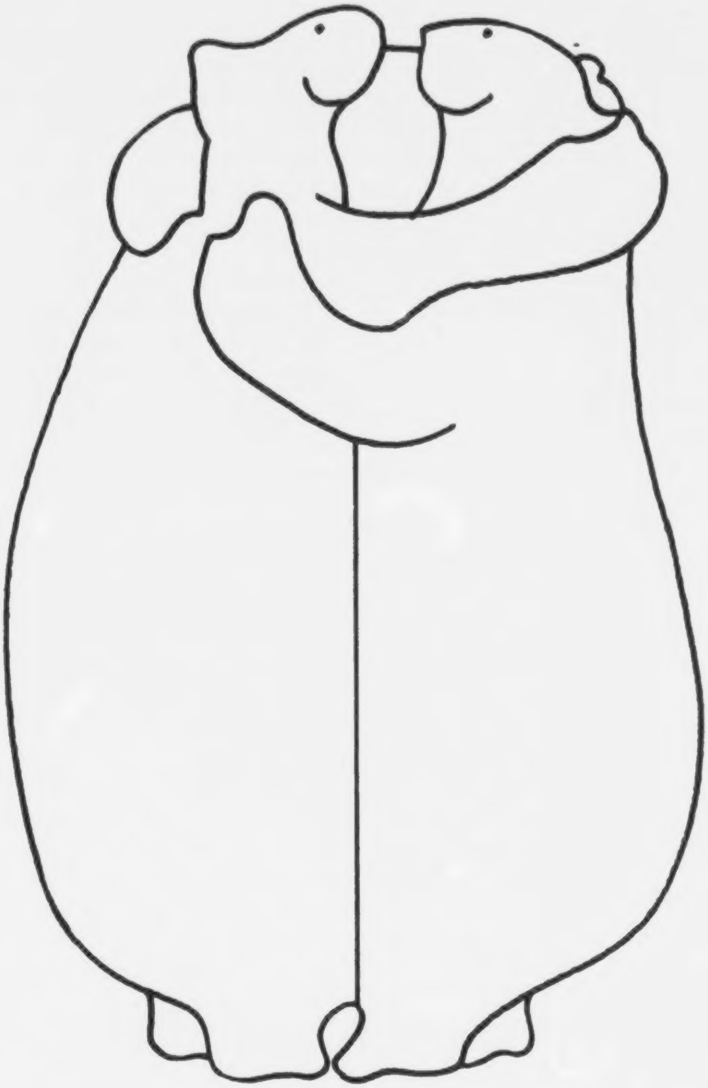
LEARNING OBJECTIVES

Study of the chapter should enable students to:

- Demonstrate their understanding of affection and touch and its relationship to human needs.
- Explain cultural differences in physical responses.
- Explain gender differences in expressing affection and physical response.
- Explain how sexuality is affected by childhood tactile experiences.
- Identify and explain appropriate and inappropriate kinds of tactile stimulation.
- Explain the difference between positive and negative stimulation.
- Explain how negative or inadequate childhood tactile stimulation may result in violent or aggressive behavior.
- Demonstrate their understanding that being abused can lead to being an abuser, but that there are steps to take to prevent becoming an abuser.

A hug is a great gift....
One size fits all and it's easy to exchange.

- Elly Biles



AFFECTION AND TOUCHING

Silent but powerful, a touch can comfort, greet, persuade, inflame. Small wonder societies keep our contacts under tight control.
- Stephen Thayer

"From the moment we are born, we all begin making ourselves feel good by touching and playing with our bodies," writes noted anthropologist, Ashley Montagu, in his book, **"Touching: The Human Significance of the Skin."** At birth, none of a baby's senses is as well developed as its sense of touch. The other sensory organs such as ears, eyes or nose are confined to a very small area, but the sense of touch is spread out over the whole body through the skin.

Touch is defined as the *"action or act of feeling something with the hand."* According to The Oxford English Dictionary, touch is *"the most general of the bodily senses, diffused through all parts of the skin, but especially developed in the tips of the fingers and lips. The skin is the external nervous system and is a good electrical conductor."* It is the largest organ in the body covering 18 feet. It represents 6 to 8 percent of our total body weight.

It is through initial touch and body contact with the mother that the newborn baby makes first contact with the world. This is the infant's first experience with the world in relation to someone else. This initial contact provides the essential source of external comfort, security and warmth similar to what the infant received in the womb. If the infant's need for body contact is not met, even if all other needs are, the child may become seriously maladjusted or may even die. Dr. Blair Justice, a psychology professor at the University of Texas said, "*You can give children all the food and proper diet they need and clothe them properly and give them the right kind of housing, but if you don't give them physical attention, they don't thrive.*"

Scientists have discovered through research with animals and humans that the sensation of touch is vitally necessary for healthy, psychological and physical development. In lab animals, gentling—which means gentle treatment—produced more gentle, unexcitable animals who increased in weight, were more active, more able to withstand stress and had a higher resistance to physiological damage. The specimens that were not treated gently developed into more fearful, excitable and sicker animals. Cows that are hand milked give more and richer milk than cows milked by machine.

Affection and tactile (pertaining to touch) stimulation appears to be a primary need which must be satisfied. The messages the child receives through the skin must be assuring, comforting and pleasurable, if the child is to develop normally. Studies of premature babies revealed that early contact between mother and baby is vital. If the infant is touched, fondled and rocked during the time in the hospital nursery, he or she will gain life-saving weight more quickly than the infant that is not. Mothering that includes close physical contact, caressing, embracing, rocking and kissing allows a child to feel loved. By feeling this kind of love, the child is able to learn to stroke, caress, embrace, comfort and love others.

This story will further demonstrate the importance of touch. In May 1985, a women was trapped beneath a 35-ton collapsed construction crane in New York City for six hours. Throughout her ordeal, she held the hand of a rescue officer who stayed by her as heavy machinery moved the tons of twisted steel from her crushed legs. A stranger's **touch** gave her hope and the will to live.

CULTURAL DIFFERENCES

Throughout the world, there is a wide range of differences in attitudes and behaviors that relate to touch. The culture in which a child is brought up may determine the way he or she relates socially and physically. There are entire cultures such as the English or Germans who do not express themselves physically. Contact is almost taboo in some societies. And others like Eskimos and many African tribes are openly affectionate. In some areas, social and physical experiences with children are completely acceptable in public, but adult displays are not. Families will relate to one another differently—some may touch more and others less—even within a specific culture that frowns upon physical closeness.

There are particular cultural differences in the infant-mother relationship. Many societies believe that the experience within the womb should be continued as much as possible when the baby is born. They believe the child should remain with the mother, embraced in her warm skin almost the way new born monkeys are immediately attached to their mothers, and not taken off to a cold and distant nursery. Some scientists believe that the way some western cultures—such as America—remove the child from its mother at birth may actually cause some trauma that affects the child's life permanently.

Let's explore some cultural differences in more remote societies. The Netsilik Eskimo mother who lives under the most difficult of conditions offers unending warmth and love to her children. She is there to respond to every need. The newborn—wearing no more than a diaper made of animal skin—is placed on the mother's back inside her fur parka. They communicate through their skin. The baby sucks on her back when it's hungry and then is breastfed. The baby is even allowed to relieve itself on the mother's back. The infant rarely cries because most of its needs are being met. The child stays there until it begins to walk. Eskimos usually sleep in the nude, in close body contact with one another.

The Kaingang Tribe of Brazil are very tactile people. The children receive enormous amounts of attention from the adults who are constantly caressing and cuddling them. Boys and girls play together and brothers, sisters and cousins all sleep side by side, often embracing one another. The young men, married or unmarried, all sleep together—not as homosexuals, but simply because they like to touch and be touched. They literally sleep in each other's arms.

The Munduruca Indians of Brazil do not touch at all unless they are initiating sex. In the Tasaday, a small tribe of 27 in the Philippines, babies are in constant bodily contact with their parents. Adults and children are openly loving. Children may throw their arms around an adult, nuzzle up and sit with an arm around the person for hours. Husbands openly and comfortably display constant affection for their wives.

The majority of mothers in the Ganda of East Africa still carry their infants on their backs and breastfeed for at least a year. The babies spend most of their waking hours being held by someone and are constantly patted or stroked. There, babies sit, stand, crawl and walk much earlier than average babies in Western societies.

Kung Bushmen of the Kalahari desert in Southwest Africa like to be close together and touching. When they work or rest, they lean against each other, legs overlapping and arms brushing. Children are even more physical. Kung babies are carried naked in slings tied to the mother's side. They sleep in their mother's arms. They are almost always held by someone. The babies are constantly in the company of people who are gentle and affectionate, as well as watchful. The Kung play with their babies, sing and dance with them and kiss them often. Older children play with them constantly, too. Breastfeeding may continue as long as 6 or 8 years.

Among the Arapesh in New Guinea, children are always being held by someone. The mother carries the infant in a small net bag suspended from her forehead. Whenever a child cries, he or she is breastfed, a practice which may continue for 3 or 4 years. The child sleeps in close contact with the mother and enjoys a continuous warm sense of security. As adults, these people are easy, gentle and nonaggressive.

Ninety percent of American babies are born in hospitals in which the baby usually is whisked off to the nursery. It's only in recent times when more and more women are opting for natural child birth that the mother and child are allowed body contact within moments after birth. Unfortunately, only a few hospitals have rooming-in facilities in which the mother is allowed to care for the child in her own room instead of giving up the newborn to hospital personnel in the nursery. In most cases, the child is taken away from the mother immediately and only returned to be fed on a hospital-regulated basis. Fathers, who often may only view the child through a glass window in the nursery, may have to wait several days before even being able to hold the baby.

In this country, little real tactile stimulation exists between mother and child. In author Ashley Montagu book on touching, he tells about Reva Rubin, an obstetric nurse who worked many years in maternity wards, who commented about the small number of American mothers who, even at the end of the first year, were comfortable *"holding their babies close to their chest in pure enjoyment and pleasure of contact."* In America, both baby and mother are clothed—even during breastfeeding—so there is very little skin contact. Bottlefed babies receive even less.

In general, different cultures are considered either warm and loving or cold and unfriendly. Often, the Germanic people are thought of as reserved and unemotional and not openly affectionate whereas Russians, like the French, are known to be a very tactile and warm people. Jews and Italians also are well known for their openly affectionate and warm manners. There's a tremendous amount of touching among family members. The English have a reputation for being reserved, unemotional and not likely to show much warmth. According to Montagu, the act of touching is almost considered vulgar for many middle-and upper-class Englishmen. This behavior is due largely to a lack of parental expression of love during infancy and early childhood `which leaves them as adults unable to relate warmly and affectionately. Many of the upper class have a governess or send their children off to boarding school which deprives the child of the warmth of family life so necessary to the development of a healthy personality. It has been said that the parent/child relationship of the English, particular among the upper class, is distant from birth to death with only a minimal amount of touching.

Japanese, on the other hand, are very tactile with their young children. Japanese infants are held a lot and sleep and bathe with their parents. Unfortunately, the tactile stimulation that the infant receives stops abruptly around puberty. In public, the Japanese emphasize distance, self-control and the inhibition of feelings. There is very little public display of touching or intimacy.

CLASS DIFFERENCES

There appears to even be a distinction between classes in the way they touch and show affection. In **Touching, The Human Significance of the Skin**, Montagu reports that upper-class people seem to be more inhibited in their outward display of emotions or affection. Those Montagu designates as lower class are categorized as more open, loving and warm. This may be why the rich are so often regarded as snobs or "*uppity.*"

GENDER DIFFERENCES

Gender differences around touch are a result of our early experiences in being handled and cared for. Traditionally, we picture the father holding his new born son more like a *"football"*—as if he were afraid of holding it too close. Though he seems to hold his daughter closer, he holds her as if he were afraid she will break. The differences in the way our parents used touch when we were very young helped to shape and model our *"male"* or *"female"* touch patterns. Our gender (being male or female) also affected the kinds of touches we received while growing up.

Mothers usually touch their children much more than fathers because touch has always been considered feminine and infant care in general has always been thought more appropriate female behavior. Fathers use touch more for play. Mothers use it more for soothing and grooming. Studies show that in the U.S., girl babies receive more open affection like kissing, cuddling and holding. Baby boys are handled less, caressed less and held for shorter periods. Boys appear to respond less to talk and touch. Whether this is inherent or cultural is not certain, but parents may contribute to this behavior by responding more to the baby girl. Boys are touched even less during early childhood because both parents begin to worry about their sons being too attached or dependent. They fear having a "*momma's boy.*" Fathers often stop hugging and kissing their sons because *"it isn't manly."* They also may fear that giving the son too much affection may cause homosexuality. (The fact that it has been proved to be an erroneous myth hasn't stopped parents from holding back affection for their sons.) Fathers may also stop touching their daughters as frequently, after the age of 5, because they are concerned that it may be sexually stimulating.

Boys get early messages about touch. They learn quite young that touching is feminine or only appropriate if the intent is sexual. In sports it seems appropriate for men to touch each others' bodies, but on the street you almost never see men do anything more than shake hands or pat each other on the back. One study at an airport showing how travelers touched people who greeted them revealed just that. Women greeted women and men more physically, with kisses, embraces and [illegible] kinds of touch and holding for longer periods of time. In contrast, when men greeted other men, most just shook hands. It seems as if males are encouraged from birth to live as non-tactile beings.

TOUCHING AND SEXUALITY

It is known that inadequate tactile stimulation in early childhood results in many unhealthy behaviors. This is particularly true about sexuality. The way people use and act out their sexuality and respond to it is influenced by their early experiences. It is not an uncommon complaint of women that men are clumsy and incompetent in their sexual approach. Females are often concerned about the roughness with which males sometimes handle them and complain about the lack of tenderness.

Researchers have determined that the male's need for tactile stimulation is much less intense than the female's. But study after study reveals that people who are awkward, insensitive or reserved with regard to physical behavior or outward displays of affection usually failed to get not only love, but a sufficient amount of physical attention as well. Unfortunately, many males suffer from a lack of tactile experiences during childhood.

Being held in someone's arms is a feeling of being loved. The sexual language of love is non-verbal. In no other relationship is the skin so totally involved as it is during sexual activity. Many adults, both male and female, who were deprived of tactile stimulation as children may engage in sex as a desperate attempt to just have contact with their own bodies. These people may be searching for the intimacy, acceptance, security, reassurance and physical pleasure that they did not receive as children. For many people, the need for touch is actually more compelling than their need for sex, but they are too embarrassed to ask to be held or cuddled because that seems so childish. This may be why women turn to prostitution or become so free with their bodies. Dr. Mac Hollender of Vanderbilt School of Medicine said, "T*he desire to be cuddled and held is acceptable to most people as long as it is regarded as a component part of adult sexuality.*" Ann Landers, the noted newspaper columnist, recently conducted a survey of women about their personal and sexual needs. Over 70 percent said that cuddling and being held was more important to them than the actual act of sexual intercourse. Unfortunately, men were not surveyed, but if they had been and had answered honestly, they may have agreed. That is, of course, if their childhood conditioning had not fully inhibited their need for physical closeness.

Other messages that young children get that affect their later sexuality are about their bodies and body image. Being stroked, cuddled and soothed by touch helps to build a healthy body image. If it is withheld, the message may come across to a child that there is something wrong with his or her body. If a child's parents are afraid or uncomfortable with intimacy, the child can develop a feeling of shame about his or her own body.

If a child is told not to touch his or her body, another negative message is sent. Parents who believe that masturbation is unhealthy or immoral may be giving their children the message that it is wrong or bad to touch one's body. It is often difficult for that child to grow up having healthy feelings about his or her body or sexuality. While parents have the right to teach their children their own values, doctors and researchers believe that masturbation is healthy, normal behavior that contributes to a person's development as a sexual being.

Today it is believed that children cannot receive too much affection and that hugging, kissing and caressing are always appropriate, unless they cross the line and become more obviously sexual.

INAPPROPRIATE TOUCHING

Sexual child abuse, which is occurring today in tragic numbers, can and usually does affect a child's ability to relate on an intimate level as an adult. When children experience inappropriate sexual behavior from a parent or other family member, the way they perceive their own sexual identity will be greatly altered. If someone older attempts to or succeeds at touching the child in ways that are not loving and caring or hurts the child while engaging in any kind of sexual behavior, then that child's sexual development will be impaired. Specifically, if a parent, relative or an older brother or sister fondles or touches a child's genitals, then he or she may develop an unhealthy body image and may never know how to refuse uninvited sexual intrusions.

Sometimes, women who have been sexually abused as children feel so little respect for their own bodies and feel such shame that they offer it freely for anyone to use. Also, children who are sexually abused, and do not get some kind of help to deal with the emotional trauma caused by the experience, may believe it is appropriate behavior and as adults find themselves sexually abusing their own children. The way adults touch and show physical affection is often a reflection of the way they were touched and handled as children.

APPROPRIATE TOUCHING

Touching that is nurturing and loving is always appropriate unless an individual specifically asks not to be touched. Parents that rock, cuddle or hold their infants lovingly are communicating and expressing love. Parents who comfort a crying or upset child by putting their arms around him/her show love and give the child a feeling of security. Parents who touch their children gently and tenderly show caring, as well as respect for the child's body. Any kind of touching that soothes, calms and restores a peaceful feeling to a child who is frightened, angry or hurt is appropriate tactile stimulation. Children will usually thrive from parents' loving touch.

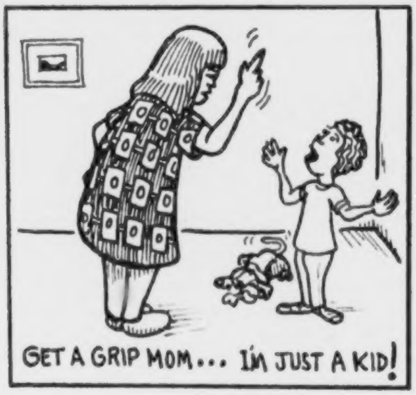
INSUFFICIENT TOUCHING

It is better to receive too much physical attention from parents than too little. Since the infant uses its body to express its feeling of love and emotion, lack of parental touch can be experienced by the infant as a lack of connection with its parents. Insufficient tactile stimulation can lead to emotional detachment and a lack of identity. Children, who do not receive a sufficient amount of tender loving care, often grow up with low self-esteem. They also may become clumsy and awkward in their own attempts to be tender and loving.

TOUCHING AND VIOLENT OR AGGRESSIVE BEHAVIOR

Another major problem that results from inadequate or negative tactile stimulation is that it often develops into hostile, violent behavior. Dr. James Prescott, a psychologist at the National Institutes of Mental Health, believes that a principal cause of human violence comes from the lack of bodily pleasure during early childhood days. He and Dr. D. Wallace, of the University of California Medical School, have conducted cross cultural research of the relationship between early tactile experience and the origins of aggressive behavior and have found that when children experienced adequate amounts of tender loving care and physical attention, violent, aggressive behavior was low. Continued research supports that those people, who as adults commit violent acts or display highly aggressive behavior, generally received very little or negative tactile stimulation during childhood. In other words, most violent and aggressive people were not held, caressed or touched very often and what touch they did receive was negative or inadequate. Scientists have found that when rage is present it is impossible for pleasure to also exist. One takes the place of the other. Dr. Vincent Fontana, chairman of the Mayors Task Force of Child Abuse and Neglect in New York City, says that, *"Many of the hard-core criminals and murderers in our society were themselves products of...child abuse and battering."*

NEGATIVE TACTILE STIMULATION


GET A GRIP MOM... I'M JUST A KID!

We have looked at insufficient tactile stimulation and we know that it is the lack of physical attention. But what is negative or hostile touching? *Slapping, hitting, spanking* or *beating* are all considered negative or hostile forms of touching. Using instruments of abuse such as *belts, baseball bats, chemicals* or *lighted cigarettes* are extreme forms of hostile touch. Hitting turns the skin into an organ of pain rather than one of pleasure. A sharp, painful slap conveys a different message from a gentle, tender caress. Inflicting pain in this way deprives the child of the comfort normally attached to touching the skin. As a child, he may withdraw completely from contact because of the fear of pain. As a result, when the child grows up he or she may associate only pain with touching and either stop touching at all or touch others in this same hostile manner.

In some situations, where patterns of abuse have been passed down through the generations, parents and children may actually believe that abusive handling is a token or sign of love. This idea has been formed by the belief that all parents love their children and, therefore, whatever they do to the child—even inflicting pain—is out of love. Most parents do love their children; however, striking a child with force or using abusive instruments is never a sign of love. It is a sign of anger, rage, uncontrollable behavior and, usually, represents a maladjusted, emotionally troubled person.

ABUSERS ABUSE

You have probably seen young men greet one another by punching each other hard on the arm or slapping their companion harshly on the back. Some of these people may have received negative tactile stimulation by painful attacks on their skin sometime during their have even realized that what he was doing was negative. If that was the only kind of touch that person had experienced as a child, he may not really understand that it is inappropriate. In other words, if the person inflicting pain was also abused as a child, he may not even be conscious of the negative effects and results of his own behavior.

We know, from numerous studies, that parents who became batterers or abusers were most likely neglected and abused by their parents when they were children. We also know that child abuse and wife battering have become much too common within the family. **Any kind of touch that is painful or violent is one form of negative stimulation.**

**Violence and physical abuse are never acceptable behaviors.
They are never a sign of love!**

This letter to a newspaper advice column shows that violence is never a test of love.

> ***Dear Beth: "I've been going with this boy for over a year and we never fought. Now he spends more and more time with his friends and not a day goes by without a fight. Up until a few weeks ago, he never hurt me physically. Now he leaves bruises all over me. I love him too much to end our relationship."***
>
> **- Melissa .**
>
> ***"The more you let him abuse you, the less respect he'll have for you, and you for yourself. Do be strong, and make the break. Yes, it will hurt, but not half as much as degrading yourself by continuing to be a punching bag for a guy who's given you every sign that he wants out."***

POSITIVE TACTILE STIMULATION

Let's focus on the positive ways in which people give and receive tactile stimulation. Blind people use their fingers to perceive objects and forms through touch. Braille, which is raised lettering, allows the blind to read the most complex works in any language. This is done through the nerve endings in the finger tips that pick up the stimuli and transmit them to the brain in the form of complex nervous impulses. There are spiritual leaders that believe they can use their hands to heal. The laying on of hands is used by those who believe that through God they have the power to heal peoples' afflictions. There is a great deal of controversy over the authenticity of faith healers, but most people acknowledge the positive effects that human touch has in soothing stressful feelings, relieving pain or distress and in giving reassurance and comfort. The skin is actually capable of reading and transmitting the most sophisticated messages, so positive tactile experiences are quickly interpreted by the brain as pleasurable. *Caressing, stroking, fondling, rocking, embracing, holding* and other *gentle, tender kinds of touching* are almost always positive and pleasurable—**providing they are welcome and not imposed on someone.**

Hugging, which has been called therapeutic, may actually help relieve many physical and emotional problems. Researchers have discovered that hugging may help you live longer, protect against illness, relieve depression and stress. In the home, daily hugging can strengthen family relationships and reduce friction or tension. A crying child, who is experiencing pain from a fall or fear from a bad dream, is easily soothed by a loving touch and a hug from caring parents. Dr. Harold Voth, a psychiatrist at the Menninger Foundation, suggests, *"Hug your spouse, your children, close friends or relatives. If you live alone, a warm embrace with a friend is just as beneficial. It's a marvelous way to improve the quality of your life."*

ON HUGGING. . .

"**Notice:** The Surgeon General has determined that hugging is good for your health.

Hugging is practically perfect: No movable parts, no batteries to wear out, no periodic check-ups, low energy consumption, high energy yield, inflation-proof, non-fattening, no monthly payments, no insurance requirements, theft-proof, non-taxable, non-polluting and, of course, fully returnable.

Hugging is all natural: Organic, naturally sweet, no pesticides, no preservatives, no artificial ingredients, 100% wholesome.

The best people, places and times to hug: Anyone, anywhere, anytime."

Hugging should never be imposed on anyone who does not wish to be hugged.

Huggers
are the
happiest people!

CONCLUSION

A measure of a healthy human being may be the extent that he or she is free to embrace and enjoy being embraced. An essential component of a loving relationship is the ability to make physical contact with your partner and to be able to feel the warmth of his or her body. At all ages, the need and desire to touch and be touched is overwhelming.

Most people share strong yearnings to be close, but unfortunately social norms and attitudes sometimes make it costly to express. American couples are much less comfortable about touch than other cultures. Too many of us cannot display physical closeness and affection, unless someone is ill or only as a beginning to sexual intimacy.

Women have always indulged in every type of touching behavior much more than men. It's up to you to free yourselves of restrictive roles that suggest that men shouldn't give or enjoy warm, loving touches. It's up to you to break free of negative, hostile touching behaviors that not only hurt when inflicted, but leave lasting scars that keep you from enjoying touch in later years.

PHYSICAL ABUSE IS NEVER OKAY.

Warmth and tender loving care are almost always appropriate, beneficial and greatly rewarding to both the giver and the receiver.

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REVIEW QUESTIONS

1. Why is physical stimulation essential for healthy mental and physical development?
2. Discuss some cultural differences in the way people relate to each other.
3. Explain gender differences in the way people touch and get touched. Who gets touched more, boys or girls? Why does physical affection often stop abruptly for young boys?
4. How do our childhood tactile experiences affect our sexuality? Explain what effects it has on:
   (1) sexual sensitivity; (3) sexual freedom; and
   (2) sexual inhibitions; (4) body image.
5. Can a child get too much affection from his parents? Why do some parents feel compelled to hold back affection?
6. How can a child who has been abused develop positive: (1) tactile skills (2) body image?
7. Explain why researchers believe there is a connection between inadequate, hostile tactile stimulation and aggressive, hostile behavior.
8. Describe and discuss the following:
   (a) appropriate vs. inappropriate tactile stimulation
   (b) negative vs. positive tactile stimulation.

DISCUSSION QUESTIONS

1. The word *"touch"* is used often and in every possible way. Identify some of these sayings and explain what they mean (For example: *"I'm touched," "Stay in touch."*)
2. Spend some time observing the tactile experiences of dogs and cats. Watch the way they respond to touch. What areas do they respond to more? How do they let you know when they want affection and tactile stimulation? What can we learn from pets?
3. What are some of the ways you show affection?
4. Are you comfortable touching someone of the opposite sex in a non-sexual way? What are some examples of touching in non-sexual ways?
5. Are you comfortable giving affection? Receiving it? With which are you more comfortable?
6. In what ways does your boyfriend or girlfriend (if you have one presently) show affection? In what ways would you like him or her to show you more (or less) affection?

STUDENT ACTIVITIES

1. In your perception, how often does your mother actually show you affection?

PHYSICAL:	Never	Sometimes	Very often
VERBAL:	Never	Sometimes	Very often

2. How often does your father actually show you affection?

PHYSICAL:	Never	Sometimes	Very often
VERBAL:	Never	Sometimes	Very often

3. How often would you like him or her to show it?

PHYSICAL:	Never	Sometimes	Very often
VERBAL:	Never	Sometimes	Very often

(Source: Adapted from Lori Gordon, Director of the Family Relations Institute and Pat McNees,writer)

RESOURCES AND REFERENCES

Articles

The Effect of Culture on Mother-Child Tactile Communication, V.S Clay, Columbia University, 1966.
Maternal Infant Bonding, Klaus and Kennel.
Close Encounters, Stephen Thayer, Psychology Today Magazine, March 1988

Books

TOUCHING, The Human Significance of the Skin. Ashley Montagu, Harper and Rowe, New York, 1978, second edition.

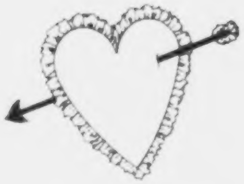
TEACHER ACTIVITIES: AFFECTION AND TOUCHING

1. Have students identify and discuss different ways that we talk about and refer to touch.
    1. Stay in touch
    2. Touchy
    3. Soft touch
    4. Untouchable
    5. I'm touched
    6. That was touching
    7. He/she is touched
    8. Heavy handed
2. Have one student sit in the middle. Have each student take a turn approaching him or her and touching the person's face, arms, hair or legs. (Be sure your instructions make it clear that they are to touch only in non-sexual ways.) See if the student can distinguish the males' touches from the females'. Discuss the different ways with which males and females touch.
3. Have students silently walk around and touch each other in non-sexual ways. They may hug, stroke, hold hands, caress, pat arms, face, hair, backs. Have them discuss what it felt like for them.
4. Have students pair off and sit facing each other. Then with eyes closed, have them take their partner's hands and begin to explore each other's hands and fingers for 2 or 3 minutes. Have them discuss the experience.
5. Have students experience different kinds of positive tactile stimulation. For example, have them first hug, then stroke, pat, caress. Have them discuss what each feels like. Does one feel better than another?
6. Have students role play various situations in which they experience first positive (appropriate tactile stimulation) then negative (inappropriate).
7. TERRITORIAL INTERVIEW
   Have a student volunteer to leave the room until called to return to participate in a very non-threatening exercise. After the student leaves, explain the concept of territoriality (the space around yourself that you don't like anyone to enter). Ask someone in the group to volunteer to *"interview"* the returning student about some subject that the student would find easy to discuss. At first, the interviewer is to stand about twenty feet from the interviewee, then move slowly closer and closer with each question. As the interviewer gets close enough to touch, have the interviewer attempt to make contact. The rest of the group is to observe the interviewee's reactions to this invasion of private space, and how the interviewee responds to the attempted contact. Remind the class not to react so as to suggest to the that anything unusual is occurring. The interviewer should attempt to get as close as the interviewee will allow. Discuss the event as a group.

   Debrief. Did the interviewee express a sense of territoriality? What reactions did the students observe? How did the interviewee feel? The interviewer?

   (Adapted from Turn-Ons! 185 Strategies for the Secondary Classroom, S. K. Smuin

LOVE



LEARNING OBJECTIVES

Study of this chapter should enable students to:

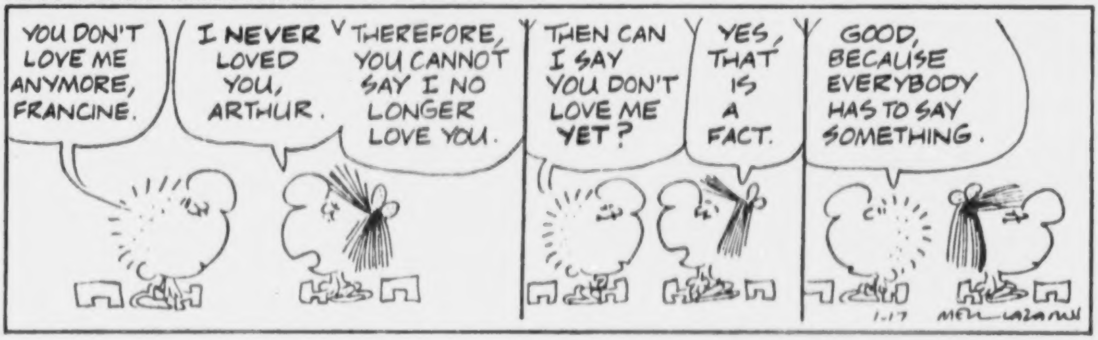
- Demonstrate some understanding of what love is (universally and personally.)
- Identify and explain love and gender differences.
- Identify and explain development cycles and love attachments.
- Identify and explain the stages of love.
- Demonstrate their understanding of mature love and its role in a healthy, loving relationship.

LOVE

> **"...There is nothing greater in life than loving another and being loved in return, for loving is the ultimate of experiences"**
> **- Leo F. Buscaglia**

People are forever searching for love. They cry over it, dream about it, sing about it—reach goals in the name of it and even kill for it. Popular television shows like *Dallas* and the afternoon soaps are all about people finding, enjoying and then losing love. Today more than ever, people are concerned about their ability to establish and maintain love relationships. Love always seems to be slipping through their fingers. The expression, *"I can't live with him/her and I can't live without him/her"* echoes in the ears of therapists and marriage counselors trying to save marriages in which love has faded. Yet the search for a meaningful relationship goes on. Most still believe they will live happily ever after once they find their true love.

MISS PEACH MELL LAZARUS


YOU DON'T LOVE ME ANYMORE, FRANCINE.
I NEVER LOVED YOU, ARTHUR.
THEREFORE, YOU CANNOT SAY I NO LONGER LOVE YOU.
THEN CAN I SAY YOU DON'T LOVE ME YET?
YES, THAT IS A FACT.
GOOD, BECAUSE EVERYBODY HAS TO SAY SOMETHING.
1-17
MELL LAZARUS

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> **"True love is like a ghost.**
> **Everybody talks about it but few people have seen it."**
> **-Doris Day**

Love may be one of the most gratifying and fulfilling feelings you'll ever experience. Some researchers believe that we can't survive without it. Philosophers and scientists through the ages have struggled to understand the meaning of love—how it begins—what keeps it alive—and how and why it dies. Some scientists actually believe it is a state produced by chemicals naturally produced in the body. Others think it's a heightened state of consciousness, full of excitement, while still others believe it is a form of hysteria or madness. Greek mythology explains that love happens when cupid shoots an arrow into the heart of the beloved. They fall hopelessly in love, unable to control their feelings. Here is how some noted people see love.

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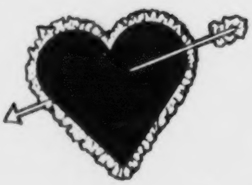
An unknown author described love this way:

"Love is a consuming desire to share one's whole life both physically and spiritually with another person. It means sharing one's sorrows and pains no less than one's pleasures and joys. One is as anxious to give as to receive. Love is a relationship in which both partners are able to develop their own abilities and fulfill their own hopes in far greater measure than either could have done alone."



Therapist Virginia Satir says in her book "**Peoplemaking**" "*Without loving and being loved, the human soul and spirit curdle and die.*" She believes:

"Love is a powerful feeling that releases the potential of one person to strive for his dreams without threat of judgment, to momentarily transcend his need for the need of another, to be patient and not lose his feeling of worth as the struggle to find meaning with the other person occurs, as bridges between individual differentnesses are built, and while he bears the loneliness that inevitably exists from time to time when each person must, in order to live his own integrity, take separate ways from the other."

Dr. Leo Buscaglia, noted author, lecturer, and professor says:

"Love is the ability and willingness to allow those that you care for to be what they choose for themselves, without any insistence that they satisfy you."

Psychiatrist Harry Stack Sullivan describes love this way:

"When the satisfaction or the security of another person becomes as significant to one as is one's own satisfaction or security, then the state of love exists."

William Lederer and Dr. Don Jackson, when asked what is love, responded with:

"A devotion and respect for the spouse that is equal to one's own self-love."

Professor Alexander Magoun, who pioneered in teaching college marriage courses, offered humorously:

"Love is an itchy feeling around the heart that you can't scratch."

He then offered:

"Love is a feeling of tenderness and devotion toward someone, so profound that to share that individual's joy, anticipation, sorrow and pain is the very essence of living."

Rabbi Eugene Borowitz expressed love this way:

"Our beloved is so concerned with our welfare, he will struggle to provide us with whatever we desire. More, he cares not only for what we are but for what we yet will be..."

In his book " **LOVE: How to Understand and Enjoy It**," Dr. Leo Madow said:

"Love is that wonderful feeling two people have for each other. It occurs when a man and a woman meet and something *"clicks."* It is enjoying looking at each other, listening to each other, the touching of each other, smelling and tasting each other. It is passion and compassion. It is sharing things together, wanting to be with each other, and being unhappy apart. It includes romance, respect, admiration, and affection. It is

friendship and tolerance. It is taking cognizance of each other as individuals, communicating with each other, making a commitment to each other, and being able to compromise when necessary."

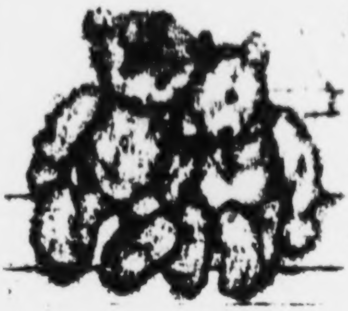
Ann Landers once said this about love:

"Love is a friendship that has caught fire. It is quiet understanding, mutual confidence, sharing and forgiving. It is a loyalty through good and bad. It settles for less than perfection and makes allowances for human weaknesses.

Love is content with the present, it hopes for the future and it doesn't brood over the past. It's the day-in and day-out chronicle of irritations, problems, compromises, small disappointments, big victories and working toward common goals.

If you have love in your life, it can make up for a great many things you lack. If you don't have it, no matter what else there is, it's not enough."

We do know that love is an emotional response between two people. It is a give and take between their bodies—minds—emotions and time. People who are in love, generally, feel pleasure in each other's company, care about each other's well-being, make an effort to please each other and make each other happy. When there is genuine, mature love there is an exchange of affection, respect and assistance. We know that feelings of love are very changeable. At any one time, they can appear heightened or lessened or even disappear—sometimes without our even knowing why. Love must be a shared experience. It cannot be forced. If there is no one there to receive your love, you cannot act on or truly experience the feelings of love. We know that some people fall in love only once, while others think they're in love with every new person who enters their lives. Actress and movie star, Elizabeth Taylor, has been married seven times.



Love isn't love

unless it's shared

"We grow only for people who believe in us, who trust us, who love us."

Some facts about love are:

- **Love seeks union**—but on the condition that each person remains whole and fully himself or herself.
- **Love is honest and real.**
- **Healthy love of others is rooted in healthy self-love.**
- **Love can't be demanded; it is a free response.**
- **We learn to love by being loved.**
- **Love doesn't keep score.**
- **Love is contagious.**
- **Love is a decision.**

LOVE AND GENDER DIFFERENCES

> **"Love is the whole history of a woman's life, it is but an episode in a man's."**
>
> **-Madame de Stael, 1796**

We also know that people love differently. Some feel more intense feelings and others experience only mild reactions. What we have recently learned though is that men and women fall in love quite differently. What may surprise most people is that men fall in love sooner than women. They are more idealistic, believing that *"love can conquer all"*—that love can solve many of the problems that exist between them and their loves. Men in love are happier than the women who are experiencing the same love affairs, but women rarely know how intensely men feel. Men don't respond nearly as well to rejection and heartbreak. They respond with tremendous grief and despair and are three times more likely to commit suicide as a result of a break up. Men are also more likely to respond to rejection in violent ways—including murder. Research has revealed that women are more wary, practical and discriminatory. They also tend to be more critical and demanding. One speculation about this behavior is that many women believe no matter how independent they are, they will still, in some way, be dependent on the men in their lives—forcing them to be more selective. Once committed, women usually express their feelings more intensely and make a deeper commitment to the emotional aspects of the relationship.

> **"Man's love is of man's life a thing apart. 'Tis a woman's whole existence."**
>
> **- Lord Byron, 1818**

DEVELOPMENT CYCLES AND LOVE ATTACHMENTS

Throughout our lives we have a need for some form of love. There are times in our lives when we are more or less receptive and interested in finding love, depending on what stage or life cycle we are in. Let's look at how love evolves through each stage and what kind of love meets those needs.

Infancy (Birth to two years) - A newborn infant has a need for love from the moment of birth. It cannot survive without some form of nurturing. *Parental love*, which is the love a parent feels for its child, is a very strong one even though the child is not able to actively return those feelings. The expression, *"motherly love,"* came from this mother/child relationship. Fatherly love is an equally important component of this development stage.

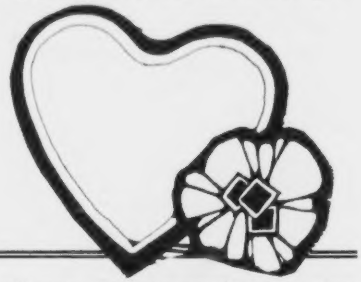
Early Childhood (Three to seven years) - Young children are better able to actively seek love from others, as well as give it in return. The child's major love objects are still the mother and father and, for the most part, it's still a dependent love relationship. It is during this early stage that children begin to learn patterns of loving. If the parents are warm and affectionate to each other as well as to the child, the child will begin forming positive feelings and thoughts about love. If the parents are cruel, neglectful, abusive or simply unloving, then the child's ability to love and be loved may be seriously or permanently damaged. From these attitudes and behaviors, the child forms a conception of him or herself as either capable of giving love and worthy of receiving it or unable to give it and unworthy of getting it. Parents who are loving encourage the child to feel worthy of love. It is during this life stage that the child's self-esteem begins to develop and emerge.

Preteen (Eight to twelve years) - During this stage, children begin to develop love attachments for people outside the family. They become less dependent on their parents and begin to bond with their peers. It is at this stage that they may form strong attachments to *"best friends."* The love connection between parent and child is still strong, but the child's world now goes beyond the family members.

Adolescent and Young Adult (Thirteen to twenty-one) - At the early part of this stage, most children begin to pull away from the parental bond and begin to act independent of their families. They continue to form love attachments outside the family. This may be a difficult time for parents, who may be torn between wanting the earlier connection they had when their children were young and also wanting them to become independent. When teenagers walk around star struck and dreamy-eyed, parents often forget that they experienced those same feelings at their age. The attraction teenagers feel is very real at the time, though they may feel totally different the next day. That is why becoming too entangled during these years can be awkward, painful and disappointing.

Adulthood - This stage legally begins at twenty-one (or eighteen in some states). It is during this stage that people reach an emotional level where they begin to form attachments based on more realistic expectations. No two people reach adulthood with the same ability to love or be loved because their pasts are unique. Each received a different amount of love, which shaped their capacity to love as an adult. It is during this stage that a more mature form of love generally begins to develop, though age is not, necessarily, a measure of maturity. During adulthood, people are, generally, able to maintain love attachments with their families without being dependent. They are also more capable of maintaining friendships, including platonic ones, while being in more serious romantic relationships as well.

KINDS OF LOVE



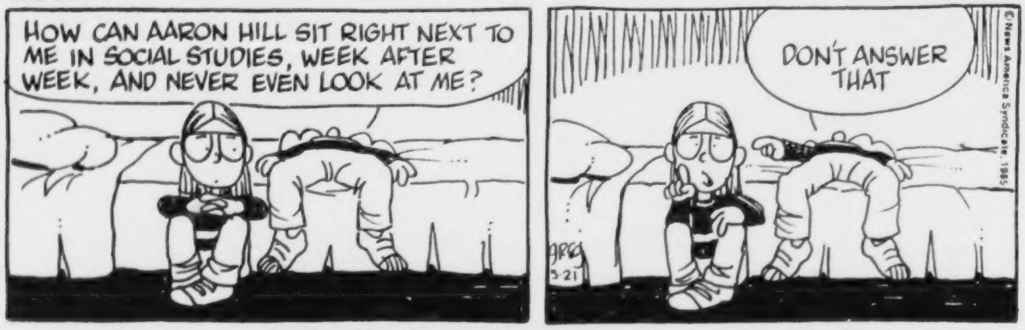
ROMANTIC LOVE

Falling in love is one of the most exciting feelings you will ever experience, but it is also mixed with intense highs and devastating lows. People in love feel great pleasures, ecstacy and sexual desire, but they may also feel pain, agony and heartache. Romantic love—which causes sparks to fly, the heart to beat faster and the body to tingle—is absolutely wonderful while it lasts. Unfortunately, it rarely does. That's because people in this state are more ruled by their emotions than they are by logic or intellect. In this case—*love is blind*. Romantic love appears in different stages and different ways—some are good while they last, others may bring pain. Romantic love by itself generally does not contain enough healthy, mature ingredients to last.

> **"Romantic love is the source of the most delights that life has to offer."**
> **- Bertrand Russell**

Puppy Love - It is during adolescence that a form of romantic love begins. It usually starts with a *"crush"* on a friend or school mate. Puppy love is a very real emotional attachment to the young person experiencing it. During puppy love, it may not even matter whether the object of their emotions knows or responds to their feelings. Just being in the same room with him or her can make the person feel tingly and nervous. Any time they see the *"object of their affection,"* their heart skips a beat, their palms get sweaty and they may even feel clumsy or awkward. It is not uncommon for young teens to form love attachments to rock stars, movie heroes or sex symbols. They literally worship them from afar. It may be a very exciting feeling, but it generally is also scary to the young teens experiencing this new feeling. Puppy love can soon turn into infatuation.

Luann **By Greg Evans**


HOW CAN AARON HILL SIT RIGHT NEXT TO ME IN SOCIAL STUDIES, WEEK AFTER WEEK, AND NEVER EVEN LOOK AT ME?
DON'T ANSWER THAT
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GREG
5-21

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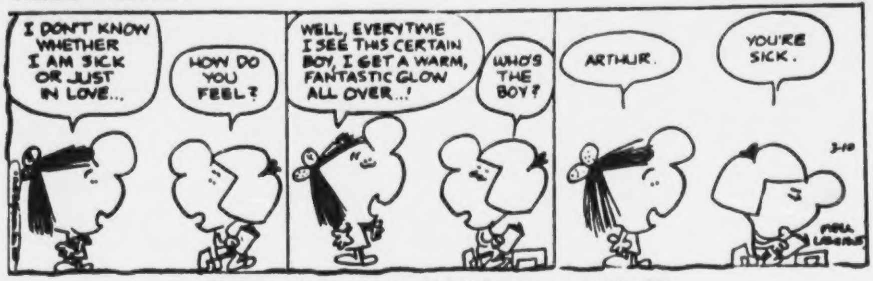
Infatuation - Many emotions begin to stir during adolescence. One of the strongest is a feeling we call infatuation. During the mid-to-late teens, boys and girls begin to pair up. The feelings they have quickly become all-consuming. Infatuation is usually based on very few accurate perceptions and very little authentic knowledge about the person, but it may totally occupy and fascinate the individual involved. Infatuation is defined as being foolishly in love. Suddenly every move or gesture of the beloved becomes important. Both partners overreact and put each other on a pedestal while belittling or putting themselves down. They enter an intense, emotional state filled with excitement, urgency, impulsiveness and confusion. The expression, *"I love him or her so much it hurts,"* signifies the intense high that is mixed with suffering.

What is the difference between infatuation and real love? Nothing at the moment a person is experiencing it. The feeling of being in love is the same.The difference is the distinction between falling in love and staying in love. People who are infatuated are always *"falling in love;"* In mature love, people stay in love. Infatuated people experience fickle emotions with sudden swings. One minute consumed by love...the next minute never wanting to see their beloved again and wondering what they ever saw in him or her anyway.

Idealization - Idealization is false perceptions about the loved one that generally accompany the early stages of romantic love. Each exaggerates the other's virtues and good qualities while minimizing flaws or faults. When the initial feelings are sparked, the two lovers are on best behavior. They look and act their best. They agree to do things they might never do under normal circumstances. So the person each sees, in many ways, is only an actor—not the real person. This may not be a problem, if each is just out for a good time or a casual love affair, but it can become a serious problem if people in this state are contemplating marriage. Romeo and Juliet idealized each other, but they chose an immature and tragic way to resolve their problems. Idealized love is not mature or stable enough to survive because it's founded on unrealistic perceptions and expectations by two people who only see each other through rose-colored glasses.


MISS PEACH by Mell

I DON'T KNOW WHETHER I AM SICK OR JUST IN LOVE...
HOW DO YOU FEEL?
WELL, EVERYTIME I SEE THIS CERTAIN BOY, I GET A WARM, FANTASTIC GLOW ALL OVER...!
WHO'S THE BOY?
ARTHUR.
YOU'RE SICK.
3-10
MELL LAZARUS

Reprinted courtesy of Mell Lazarus © 1994 ML

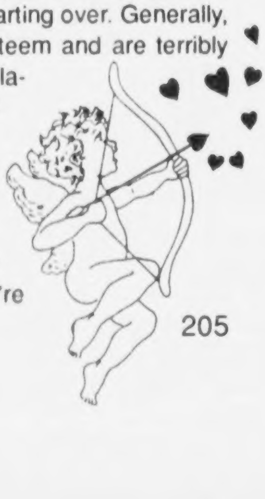
> **"To indulge in 'pure sex' apart from feeling may be poison to both heart and mind."**

EROTIC LOVE

"I can't keep my hands off him." "She really turns me on." Erotic lovers have an intense desire for physical intimacy, but that may be all they have. Those who have participated in purely sexual experiences later admit that sexual intimacy is more meaningful when it is part of a loving relationship. Having an erotic experience with your partner can be wonderful, but it is quite different from a relationship that is based solely on passion. The fires of passionate love die quickly when that is all there is.

ADDICTIVE LOVE

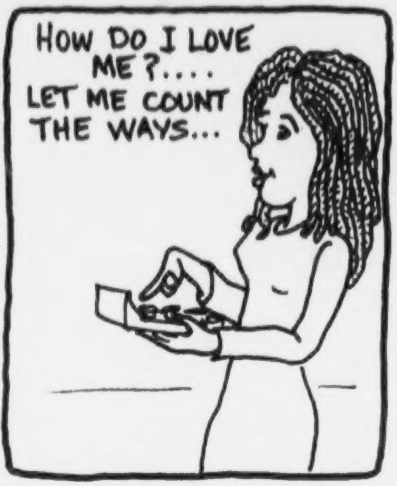
Another kind of love that is unsuitable for marriage is addictive love. Some people can actually develop an addiction for another person that is very similar to the kind of addiction one gets from drugs. The major sign of an addictive love relationship is when a person hangs on to a relationship that is, ultimately, self-destructive rather than getting out and starting over. Generally, people stay in addictive relationships because they have very low self-esteem and are terribly afraid of rejection and being on their own again. Addictive lovers stay in relationships because of their desperate search for security and fulfillment and also for the comfort and familiarity of the relationship. They may find each other exciting for a period of time, but they stay together purely to have their own needs met, not because of any genuine concern for the other. Occasionally, one partner bends over backward to please the other, but out of fear of being alone—not out of love. Addictive lovers are usually too self-centered to be concerned about their mate's needs or feelings. If they're



using their partners to fill up the emptiness that they're feeling inside, then they are not allowing them to grow, which usually leads to jealousy and possessiveness. Both of those characteristics are signs of addiction. When addictive lovers break up, they usually end up feeling very bitter and hostile toward one another. Marrying someone you're attached to because you're addicted to the relationship would be a grave mistake. It will ultimately lead to pain, heartache and, most likely, divorce.

NARCISSISTIC LOVE

Narcissism is an obsessive love of self. It is called that because of the Greek myth about a beautiful young boy named Narcissus, who fell in love with his own reflection in a spring. This kind of love is different from the kind of self-love which stems from healthy self-esteem. It comes from insecurity and the need to prove self-worth. If it becomes an obsession, it may strongly interfere with any love relations that the person tries to establish. Being overly selfish or self-centered keeps others from getting too close. Egotists who consistently try to convince others they are the most important people in the world usually don't really believe it themselves. The girl who acts like she's *"hot stuff"* or the guy who acts like he's *"God's gift to women"* is really trying to prove to him or herself that he or she is worthy. Body builders sometimes become narcissistic when their obsession with their bodies goes beyond the point of looking good and feeling healthy.


HOW DO I LOVE ME?.... LET ME COUNT THE WAYS...

We know that a certain amount of self-love (self-esteem) is healthy and even essential for love to begin and survive, but a person who is so in love with him or herself prevents love from entering.

SUBLIMINAL LOVE

Subliminal love is love that is expressed in ways other than in a relationship between two people. A person's attachment to a pet can be a healthy source of gratification where one gives and gets love. Pets are often a substitute source of love when the love of a person is not available. Some people are in love with material objects or possessions such as their homes, their cars or a cherished collection, perhaps of stamps or coins. It is not uncommon for teenagers who have cars of their own to become obsessed with love for those cars. They might spend all their time working on it, cleaning it or just driving it. Subliminal love can be an acceptable outlet for a person's needs or feelings. If it is carried to an extreme or the devotion to a substitute source of gratification interferes with the ability to form other attachments, then it becomes unhealthy and can lead to problems.

OEDIPUS COMPLEX

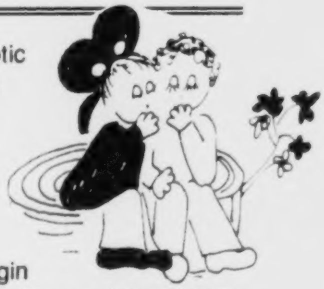
The Oedipus Complex is a term that refers to a mother-son love relationship that is commonly attached to the love affair of a younger man and older woman. The name stems from the

Greek legend of the king who, unknowingly, killed his father and married his mother. In these love affairs, the perception of society is that the younger person is either looking for a parent figure or is in it for money. In the case of the older person, the belief is that they are trying to look and act younger. Though some may enter such a relationships for just these reasons, it is unfair to put all older/younger relationships in this category. It is certainly possible for these people to be deeply in love and to enjoy a healthy and caring relationship.

ELECTRA COMPLEX

This type of fatherly love is characterized by the love of a younger woman for an older man. The name stems from the Greek legend in which the daughter of Agamemnon and Clytemnestra persuaded her brother, Orestes, to kill their mother and her lover Aegisthus to avenge their father's murder. Though it may be a genuine mature love, often it represents a woman looking for a father figure or substitute for the father she never had. Though people may stare when they see such a couple or whisper about them when they walk in a room, it is, generally, more acceptable than a relationship between an older woman and a younger man.

MATURE LOVE



If infatuation, romantic love, idealized love, addictive love and erotic love don't work and aren't strong enough to build a marriage on—what does work? The one kind of love with the best chance of surviving more than just a few years is mature love. Mature love is a combination of physical attraction, sexual desire, companionship, friendship and commitment.

Mature love may begin in any of the prior stages. It may even begin with a purely platonic friendship. Friendship is at the root of mature love. For a relationship to survive over a long period of time, the people involved must be friends, as well as lovers. The real base for mature love is self-esteem. The way each partner feels about him or herself may actually be of more importance than the way partners feel about one another. Mature lovers are secure in what they bring into the relationship. They are secure in their belief that their love is important, meaningful and valuable to their partner. Mature lovers don't take from one another, but give freely. They don't try to live through each other or depend on each other for their own strengths or successes because they know that dependency suffocates love.

People who get past the initial love stages are able to integrate their relationship into the rest of their life. Mature love is unlike infatuation, in which the whole world suddenly stops or revolves around that one person. In mature love, the relationship and the partner become only a part of one's life—not all of it. Though their partners may be their primary focus, mature lovers are able to maintain outside interests and friendships. They know the importance of balance in a loving relationship. They also know they must recognize their partner's value for what it is— see him or her as he or she really is—not as they wish them to be.

Erich Fromm, therapist and author of "**The Art of Loving**," identified four aspects of giving that are essential to mature love. They are ***caring, responsibility, respect*** and ***knowledge.***

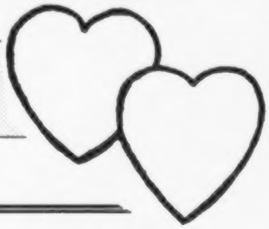
- **Caring** means being just as concerned about your partner's growth and well-being as you are about your own.
- **Responsibility** means being responsible for your actions and their impact on your partner.
- **Respect** means simply respecting your partner for who he or she is. That means not putting the person down or trying to change him or her. It also means feeling good when your partner achieves happiness or success on his or her own.
- **Knowledge** requires each partner to let him or herself be known to the other. This allows each to see the other without false fronts and to be able to appreciate each other's unique qualities.

Other components that are just as important are ***intimacy, attachment*** and ***commitment.***

- **Intimacy** relates to emotional, social, sexual, intellectual and even recreational closeness. Intimacy is the bond that is created when two people tell each other their most intimate and private thoughts and feelings.
- **Attachment** is the need that each partner has for emotional support. It is also the need to be together and to have physical closeness.
- **Commitment** is the declaration of love that two people make to uphold the relationship.

As you can see, mature love has the same basic ingredients as romantic love, but it reaches much deeper than the superficial excitement that comes with infatuation or erotic love. Romantic lovers believe that love conquers all—that it just works as long as both love each other. People who have found mature love know that it requires continual dedication and work to keep it alive. Mature lovers can, usually, look forward to long, successful relationships.

> **"Love is a feeling that comes without reason, but it has to be nourished to grow."**
> **-Unknown**



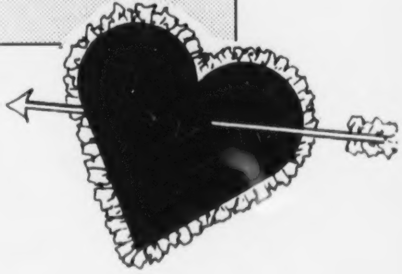
CONJUGAL LOVE

Conjugal love pertains to marriage and the relationship between husband and wife. This stage may be less passionate and exciting, but it is based on the deep intimacy that develops over years of shared experiences. A man and a woman who have lived together for a long period of time—who have shared joys as well as sorrows, who have put up with each other's good sides as well as bad, who have had lover's quarrels and then kissed and made up—know what real love is.

> **"And in the end, the love you take is equal to the love you make."**
> **-John Lennon and Paul McCartney**

CONCLUSION

Falling in love has a high degree of risk, but understanding that there are different kinds of love can reduce that risk. Knowing that real love is more than riding off into the sunset—more than feeling tingly all over when your lover walks in—more than passionate sex—certainly is a beginning. But understanding the depths of mature love and its requirements may help you to build a lasting relationship that meets a great many needs. Love won't conquer all, but it will give your life a different kind of meaning. The rewards that come from a loving relationship are well worth it.



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REVIEW QUESTIONS

1. How does a young child experience love?
2. Do men and women love differently? Explain.
3. Describe the different types of love.
4. What are the signs of infatuation?
5. Explain idealization. Is it good or bad?
6. What is 1) romantic love, 2) erotic love, 3) addictive love, 4) narcissistic love, 5) subliminal love, 6) mature love, 7) conjugal love?
7. How does romantic love differ from mature love? Is it a good basis for marriage?
8. What are some of the qualities and characteristics that make up mature love?

DISCUSSION QUESTIONS

1. Have you experienced love yet? What stage have you reached?
2. How do you feel when you're in love?
3. How do you know if you're in love?
4. How do you know if your partner is in love with you?
5. Do you think teenagers can experience mature love?
6. What responsibilities do you think go along with being in love?
7. What do you think about erotic love? Do you think that people can or should enjoy sex without love?
8. What are your feelings about love relationships between older men and younger women or older women and younger men?

RESOURCES AND REFERENCES

Books:

Love: How To Understand And Enjoy It, Leo Madow, M.D., Charles Scribner & Sons, 1983.
The Ability To Love, Dr. Allan Fromme, Wilshire Book Co, 1965.
Choosing To Love: A New Way To Respond, Edward E. Ford, Winston Press, 1983.
LOVE: Don't Live Without It, Donald L. Taylor, Ph.D., Liebling Press, 1984.
A New Look At Love, Elaine Hatfield, G. William Walster, Addison-Wesley Publishing Co., 1981.
The Romantic Love Question and Answer Book, Nathaniel Branden, Bantam Books, 1983.
The Meaning of Love in Human Experience, Dr. Reuben Fine, 1983.

TEACHER ACTIVITIES: LOVE

1. Collect about twenty popular songs and record segments of them on tape. Pick songs from the 20's, 30's, and so on up until the present to show the historical change in ideas about love. Some segments show how men are portrayed, others present women's *"love"* behavior, others show expectations for love. The greater the variety of music (e.g. rock and roll, disco, blues, country-western and variations by time period), the better. Play the tunes and ask students to identify themes about love.
   Source: (Carla Howery, University of Wisconsin-Milwaukee).

2. Have students write down the words from a current or past love song. Either as a class or in small groups with each doing a different song, have the students discuss the meaning of the song, its definition of love, and whether the idea behind the song is *"real"* or not.
   Source: (Collected at NCFR workshop by Marilyn Flick).

3. Divide the class into small groups. Give each group a sheet of poster paper with *"Love is...."* at the top. Within a given time limit (e.g., 5 minutes), have each group write with a marker as many endings to the phrase as they can. The lists may then be analyzed for the types of feelings they reflect, such as accomplishments, emotional gestures, possession, relationships with people or animals, positive or negative aspects.
   Source: (Helen Westlake).

4. Have students write an essay on *"What love means to me."*

5. Ask each student to write a definition of love. The student may not rely on quotes. Each definition should be original. On the following day, ask each student to read his or her definition. List on the board any problems that occur in the definitions. The class may wish to choose the definition they like best or to combine several to come up with a composite definition. Finally, ask the students to list the kinds and levels of love. Their list may include but not be limited to the following:

   mother-son
   lover-loved
   boy-boy
   fascination
   marriage-based
   sexual
   boyfriend-girlfriend
   boy-girl
   puppy
   romantic
   family-oriented

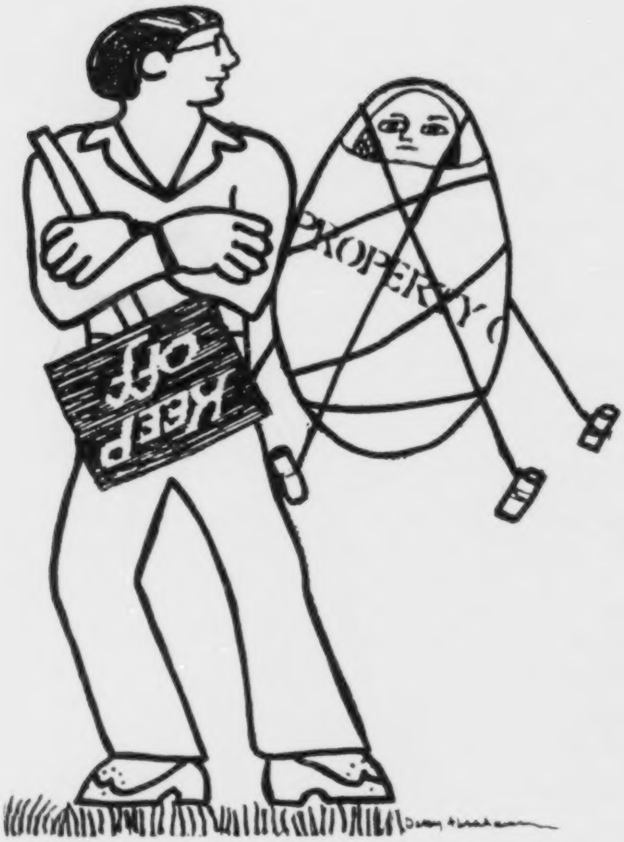
   Debrief. Discuss the meaning and importance of the listed types of love.

JEALOUSY

LEARNING OBJECTIVES

Study of the chapter should enable students to:

- Explain what jealousy is.
- Explain different cultural responses to jealousy.
- Explain gender differences in responding to jealousy.
- Identify some of the causes of jealousy.
- Identify and explain some ways of reducing jealous feelings.
- Demonstrate their understanding that violence or physical abuse is never an appropriate way of dealing with jealous feelings.



KEEP off
PROPERTY

Jealousy is "really" little more than fear of losing one's property

JEALOUSY

When I feel jealous, other thoughts I have about myself are that I am: _______
(rejected; insecure; inferior; inadequate; unlovable; unattractive; worthless; scared; angry; selfish; or immature; etc.)

Some people believe that being jealous is a sign of caring a great deal for your partner. At one time, jealousy was actually viewed as evidence of love and good for a marriage. Today most researchers and psychologists believe that strong feelings of jealousy are bad for a relationship and generally reflect some flaw in a person's personality. A little jealousy may be constructive if it keeps each partner attentive to the relationship. If it serves as a warning signal that more open and honest communication is needed, it may even be productive.

Jealousy is defined and interpreted in many different ways. Anthropologist Margaret Mead said: *"Jealousy is not a barometer by which the depth of love can be read. It merely records the degree of the lover's insecurity. Jealousy is a negative miserable state originating from a sense of insecurity and inferiority."* Another researcher called it *"an all-consuming monster capable of destroying us and the people we love."*

Webster's dictionary defines being jealous as: *"Intolerant of rivalry or unfaithfulness; disposed to support rivalry or unfaithfulness; apprehensive of the loss of another's exclusive devotion, hostility toward a rival or one believed to enjoy an advantage; vigilant in guarding a possession; distrustfully watched."* Thorndike Barnhart's dictionary simply says that to be jealous is to be *"fearful that a person one loves may love someone else better or may prefer someone else."*

Jealousy is actually an aroused state. Often the physical state is altered with more adrenalin and sugar being released into the blood stream. The heart may beat faster and the blood pressure may rise. (This aroused physical state may partially account for some of the violence that occurs as a result of jealous feelings.)

CULTURAL RESPONSES

It is interesting to look at how marriage customs relating to jealousy differ from country to country. In some societies, men are allowed to have more than one partner. *"Swapping"* partners and extramarital sex are looked upon more tolerantly than in American society. Many other cultures such as the Muslims and Latins consider jealousy to be a sacred, righteous passion. Still in other societies, the concept of jealousy barely exists. An Ammassalik Eskimo husband offers his wife to his house guest like he offers a glass of good brandy. Among the Toda of southern India, men and women share their spouses with other men and women without restraint—as long as the outside lover asks permission and pays a fee.

Culture, therefore, influences individual interpretation of an event as either threatening or non-threatening. The culture may actually prescribe the appropriate behavior for dealing with jealousy. In some countries, killing the spouse or rival might be appropriate. Dueling was once considered an acceptable practice if a man had made a pass at another man's wife. In our society, jealous violence is not accepted or tolerated. Unfortunately, many violent crimes of passion are committed in the U.S. In this country, we have the freedom to develop marital relationships, within legal limits, according to our own ground rules. Those ground rules may differ from couple to couple. Your own rules may even differ from those of your family.

Our society, in the same breath, both encourages and frowns upon jealousy. It may actually encourage jealousy by putting such strong emphasis on love, togetherness and sharing everything with a partner. According to Dr. Scott Fazer, a psychology professor at the University of Southern California, *"We train and socialize people for courtship, but we do very little to train them to live with a lover and maintain a monogamous relationship. Consequently, most people don't know how to keep a relationship together—even if they are in love."* Another psychologist believes that we put too much emphasis *"on physical attractiveness as one's primary attribute, which makes it an area of great insecurity—one that needs frequent validation."* It seems that the only way we know we are attractive is if we can attract someone of the opposite sex. Because of this, many people look for validation outside their primary relationship, which then encourages jealousy in their partners.

JEALOUSY AND GENDER

Not only is there a difference from culture to culture and couple to couple, but there are also very distinct differences in the way men and women perceive, relate to and manage their jealousies. In general, males are more apt to deny their jealousy while females acknowledge it. Males tend to externalize the cause of their jealous feelings by blaming their partners. Females will internalize and blame themselves. Both may feel their pride has been battered and their property rights have been violated. Females will concentrate on holding on to the relationship, sometimes at the expense of their own self-esteem. Conversely, men may jeopardize their relationship just to maintain self-esteem.

Males appear to show more jealous feelings if they believe their partners are being sexually unfaithful. Females are more threatened when they perceive that their partners are involved on an emotional level. Women often display possessive behavior and cling to their partners rather than confront them about their jealous feelings. They may attempt to make themselves more attractive hoping to win back the attention. Men are more apt to put down their partners and get even by displaying competitive behavior. They are also more prone to rage and violence when threatened.

If a man feels overly threatened, he may decide to end the relationship rather than deal with the issues. He may choose that route quicker than a woman because his perception may be that it will be easier for him to initiate a new relationship. Though some of those myths are being shattered, many women still feel they don't have the freedom to just move on. Unfortunately, the fear of being alone or of not finding another partner keeps many women in unhappy, unhealthy relationships.

CAUSES

Jealous feelings are usually experienced because of a perceived or actual loss of a loved one to a real or imagined rival. Jealousy usually arises when seeing someone or something else get consideration, attention or affection that you feel should be rightly yours. The rival is not always a lover either. It may be just a friend, your partner's work or leisure activities.

If it appears that your partner is actually spending more time with other people or outside activities than with you, you may begin to have jealous feelings. Love affairs are not the only external threats to loving relationships.

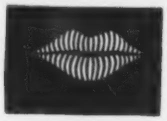
EMOTIONAL RESPONSES

Jealousy is a complex blend of several emotions which may not occur at the same time. It is composed of three very intense feelings: ***hurt, anxiety*** or ***fear*** and ***anger***. It is natural to feel hurt when you lose or even perceive the loss of someone who is very close to you and is a major part of your life. What lies beneath most feelings of jealousy is hurt. Underneath the hurt are feelings of love and caring. The fear of being hurt or of losing someone, whether real or imagined, can sometimes be more devastating than the actual loss, especially if you have made your partner your entire emotional foundation.

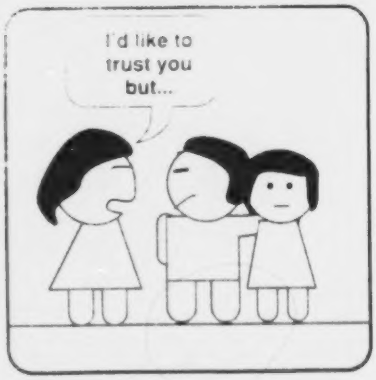
Anger is generally our reaction to being hurt. Jealous anger can be a powerful feeling. (Many crimes of passion are a result of this sometimes overwhelming feeling.) It can work in a positive way, by giving you strength to survive the hurt so you won't waste time wallowing in feelings of self-pity or worthlessness. People who feel guilty about their jealous anger end up repressing it and then wind up blaming and hating themselves.

TALKING ABOUT JEALOUS FEELINGS

It is more healthy emotionally to express feelings of jealousy and the other feelings that accompany it. As partners begin to talk of their fears, they may begin to resolve other conflicts and insecurities which may lie deeper. The more partners share with each other what they are feeling, wanting and doing, the less room they have for imagining. And what we leave to our imagination, more often than not, is inaccurate and one of the major causes of jealousy. There is another important reason to share your feelings. If you begin to act out your anger without your partner knowing why, your behavior may cause your fears to become self-fulfilling. In other words, if you are feeling hurt because you think your partner is spending more time with outside activities and you withdraw or pout without explaining your behavior—your partner will probably begin to spend more time away from you. Or if your partner is spending a great deal of time with a co-worker of the opposite sex, and you are imagining that something is developing between them, you may act out your angry feelings. That kind of behavior will only drive your partner away and possibly into someone else's more understanding arms. What you think or imagine becomes real—self-fulfilling—all because you didn't communicate your true feelings to your partner.



Some jealous feelings are based on old fears. For example, if you were abandoned as a child, rejected by a parent or if your prior partner lied to you, your level of trust may consequently be very low and your feelings of insecurity high. You may assume that your current partner will do the same.


I'd like to trust you but...

What's important is that you share your fears, so that your partner is able to understand your feelings and the reason for your low level of trust. Then, if you request that you be called in the event he or she is going to be late, your partner won't feel that you are checking up on him or her. By sharing fears, you can begin to build trust levels that will inevitably lower feelings of jealousy. In other words, increasing your level of intimacy reduces jealousy. The more you trust and feel loved by your partner, the less you will have jealous feelings.

SELF-ESTEEM AND PERSONAL NEEDS

Jealousy is more apt to come out in someone who has low self-esteem; someone who is feeling insecure, inadequate and unhappy. Generally, a person who has little self-esteem and lacks confidence does not believe he or she can hold someone's love. The fear of loss or rejection can be one of the root causes of jealousy. In relationships where there is a power struggle, the person with less power is more prone to feelings of jealousy. The same would hold true in a relationship in which partners have different commitments; the person more involved is usually more jealous.

Jealous feelings increase when areas vital to a healthy relationship aren't being satisfied. If needs—which include *companionship, attention, support, shared activities, fun, affection and intimacy* —are not met, then our feelings of insecurity and rejection are heightened. The prevention of jealousy may actually depend on the quality of the relationship and whether the personal needs of each partner are being met.

REDUCING JEALOUSY

You can learn to overcome jealousy and to reduce some of the painful feelings that come with it. Here are some suggestions that may help:

BE OPEN WITH YOUR PARTNER:

- Share your concerns in the context of wanting to protect and strengthen the relationship.
- Share past experiences that may contribute to your fears, jealousy or possessiveness.
- Tell each other how you feel when you're feeling jealous.
- When a situation arises that causes jealous feelings to surface, tell your partner, no matter how silly or ridiculous you feel. Don't repress your feelings and allow them to build.

SORT OUT YOUR FEELINGS. FIND OUT EXACTLY WHAT THE SPECIFIC THING IS THAT IS MAKING YOU JEALOUS. Ask yourself these questions:

- Do you have unrealistic expectations of what the relationship is supposed to be like or what your partner is supposed to do?
- What are your feelings at the moment you begin to feel jealous?
- What are you afraid will happen?
- What will happen to your partner if he or she continues the behavior that is making you jealous?

TRY TO PUT YOUR JEALOUS FEELINGS IN THE PROPER PERSPECTIVE:

- Are the perceived threats to the relationship really threats at all? Are they rational or irrational?
  (1) Tom and Lynda go out with another couple. Tom spends a lot of time talking with the woman and Lynda feels ignored. She finds herself experiencing strong jealous feelings. Is the threat real? Is Tom going to leave Lynda as a result of his behavior? Is there any real threat to the relationship? Hasn't Lynda flirted with someone else on occasion . . . **IRRATIONAL**

  (2) John and Marianna have been married for 10 years. John doesn't come home one night and the next day Marianna finds out that John spent the night with another woman. Is it possible that John cares for this other person and may leave Marianna? Is that a real threat to the relationship? . . . **RATIONAL.**
- If your feelings are rational—don't strike out or do anything impulsive that you may be sorry about later. Talk about it.

AVOID BEING TOO DEPENDENT OR TOO INDEPENDENT.

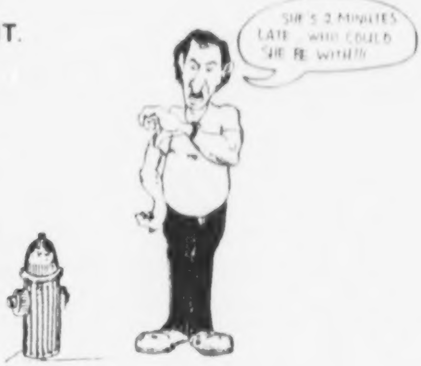
- Negotiate a balance of security and freedom with which you both are comfortable.

AVOID JEALOUS BEHAVIOR.

- Don't interrogate, hassle or withdraw affection or support, if you perceive a threat to the relationship. Express your fears.

AVOID VIOLENT BEHAVIOR AT ALL COSTS.

- If you are confronted by a perceived or actual threat to your relationship, do not act out physical aggression. It will do absolutely nothing to diminish jealous feelings. It will only lower your self-esteem and lower any chance of the relationship succeeding.


SHE'S 2 MINUTES LATE WHO COULD SHE BE WITH!!!

"How To Tell If You're Really In Love" bySol Gordon and Kathleen Everly. Reprinted with permission of Ed-U Press, Inc.)

- **WE DON'T HURT OR BEAT UP PEOPLE WE LOVE**. Violence has no place in a loving relationship. Physically hurting someone you claim to love actually reveals self-hate.

PHYSICAL OR VIOLENT BEHAVIOR IS NEVER AN ACCEPTABLE OR TOLERABLE WAY TO DEAL WITH JEALOUSY OR ANY OTHER KIND OF EMOTIONAL FEELINGS.

- Do whatever you have to do to control anger that may lead to violent behavior. Take a walk, do physical exercise, beat a pillow. **Do anything but inflict harm on your partner.** If your jealous feelings are well founded and there is a third party, inflicting harm on them will also serve no purpose. And it may bring more pain to you and your partner because you may end up being criminally charged.

- After you have safely released your physical aggression, sit down with your partner and share your feelings. Discuss whether your feelings or fears are rational or irrational. Find a workable solution to dealing with jealous feelings.

REMEMBER VIOLENCE WILL NOT SOLVE ANY PROBLEMS BUT IT WILL CREATE MANY NEW ONES.

TRY NEW BEHAVIOR.

- Share more of your outside activities.
- Develop new and separate friendships and interests to reduce depending on your partner while building your own self-esteem. This may also help diminish fears of being abandoned.

CONCLUSION

Jealousy can be a challenge. The challenge is to develop such strong feelings of self-esteem and self-respect that perceived threats to your relationship are no longer threats. If you are able to acknowledge your self-worth while recognizing that neither you nor your partner can be all things to each other, jealous feelings will begin to diminish. (Remember, there will always be someone prettier, handsomer, younger or funnier than you but no one who is the same total package as you.)

Jealousy will not diminish completely, however, until you accept that you can never possess another person. True love is allowing and trusting your partners to be themselves.

An old proverb says:
"If you love something, set it free. If it comes back, it's yours. If it doesn't come back, it was never yours in the first place."

REVIEW QUESTIONS:

1. What is jealousy?
2. How does self-esteem affect jealous feelings?
3. Do men and women respond differently to jealousy?
4. What are some of the issues that cause jealousy?
5. What are some of the typical emotions people feel when jealous?
6. How can communicating your feelings and fears reduce jealous feelings?
7. How do past experiences sometimes cause you to feel jealous?
8. How can jealous feelings be self-fulfilling?
9. What is the difference between rational and irrational threats to a relationship?
10. Is physical abuse ever an appropriate way to deal with feelings of jealousy?
11. What are some things you can do to prevent or reduce jealousy?

DISCUSSION QUESTIONS

1. Discuss some of your feelings about jealousy by finishing the following statements
   I think jealousy is.....
   When I am jealous, I usually......
   When I think my partner is jealous, I usually.....
   One time when I was jealous of my partner was......
   I think it is okay to be jealous when......
   When I am jealous, I am afraid that.....
2. What are some of the things that make you jealous?
3. How do you feel when your boy/girlfriend is jealous?
4. How do you act toward your boy/girlfriend when you are feeling jealous?
5. Do you believe if your boy/girlfriend trusts you, they should be jealous?

RESOURCES AND REFERENCES

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The Relationship Manual, David Luecke, The Relationships Institute, 1981.

A New Look at Love, Elaine Hatfield and G. William Walster, Addison-Wesley Publishing Co.,1981.

The Romantic Love Question and Answer Book, Nathaniel Branden, Bantam Books, 1983.

TEACHER ACTIVITIES: JEALOUSY

1. Read the following story about jealousy to your students.

An old man found a young bird that had fallen out of its nest. Knowing the mother would not care for it now, he took it home to nurse until it reached maturity. While the bird was growing, he and the bird became great friends. Soon the man realized the bird was ready to fly and needed to be set free. He loved the bird though and did not want it to leave. Finally he knew it was time. He hoped the bird would come back and visit his old friend who had cared for him. The bird, perched on his hand, was sent suddenly into the air. The bird disappeared from sight. The next day the old man was feeling really low. He was sitting on the porch thinking about the little bird, when suddenly the bird flew up to him and perched on his finger. The man was elated and just sat and petted the bird. He knew the bird would go again and felt sad. He was almost reluctant to let him go. He was so afraid that his little friend might not come back. But he did week after week. Each time the man reluctantly let him go. His fear of losing the one thing he loved was so overwhelming that one day when the bird came and perched on his hand, he closed his hand as if he were trying to tell the bird that he loved the bird so much that he never wanted him to leave. The old man sat with his fist clenched for a few moments. When he finally opened his hand, the little bird was dead.

The same thing happens to love if you try to possess it. It dies, but unlike the bird, it dies a slow and painful death. Relationships must be built on a foundation of trust. Remember, **"If you love something, set it free. If it comes back, it's yours. If it doesn't, it was never yours in the first place."**

2. **ROPE EXERCISE**

Get two students, preferably male/female, to volunteer to participate in this exercise. Have one student take the relatively long piece of rope and tie up the other (so that movement is restricted) keeping enough rope in hand so as to be able to lead the tied partner around.

Role playing a boyfriend or girlfriend, have the person leading say to the tied partner statements such as:

- *I know that love needs to be freely given*
- *I don't own you, you can do anything you want*
- *I'm glad you have your own friends*
- *You don't have to ask my permission to go out*
- *Of course I trust you*
- *Of course, I'm not jealous*
- *I'm glad you have your own interests*

Ask the people tied up what they are feeling:

- *Do they feel close to their partner*
- *Do they believe what their partner is saying*
- *What being tied up makes them want to do*
- *Do they want to be with their partner*

Then untie person and have partner repeat his statements. Now ask the freed person the same set of questions that were asked while tied. Have group members discuss how they were feeling when partner was tied. Open discussion up to talk about jealousy.

(Adapted from the work of Virginia Satir.)

EXPECTATIONS

LEARNING OBJECTIVES

Study of this chapter should enable students to:

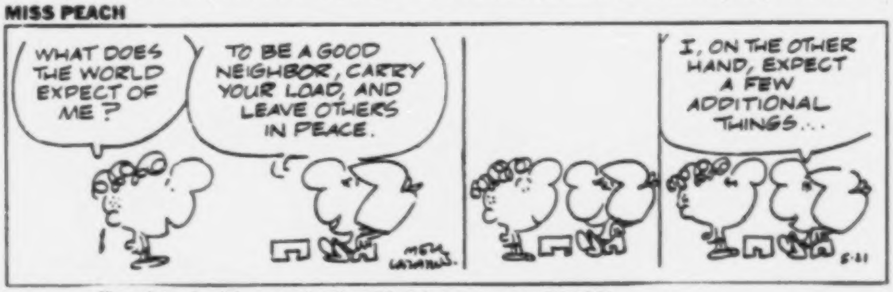
- Demonstrate their understanding that expectations are healthy as long as they are realistic.
- Explain how cultural and class differences affect expectations.
- Explain how gender roles affect expectations.
- Explain what is meant by *"love is blind."*
- Demonstrate their understanding that people have different perceptions and points of view .
- Explain ways to explore and discover themselves so they are able to develop realistic expectations.

EXPECTATIONS

We all have expectations. They're a part of our dreams and fantasies. And there is nothing wrong with having them. We seem to believe that if we live our lives a certain way that we can expect certain things to happen. As children growing up, we expect all our dreams to come true. Girls may dream of marrying a rich and handsome man and having many children. Boys traditionally dream of becoming a powerful and successful businessman, football player or policeman. Both boys and girls today dream of having a successful career as a doctor, lawyer, architect or maybe even President. Those kinds of dreams may help inspire you to reach your goals.

Parents also have expectations that their children will live up to certain standards that they have set. And kids expect unconditional love from their parents. So you can see that we grow up having many different expectations of how our lives should be and how people should respond to us.

MISS PEACH


WHAT DOES THE WORLD EXPECT OF ME ?
TO BE A GOOD NEIGHBOR, CARRY YOUR LOAD, AND LEAVE OTHERS IN PEACE.
I, ON THE OTHER HAND, EXPECT A FEW ADDITIONAL THINGS....
MELL LAZARUS
5-11

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CULTURAL EXPECTATIONS

Ethnic and cultural differences may affect expectations also. What may be an unrealistic expectation for one ethnic group may be totally realistic for another. No matter which group you belong to, your expectations have to be in line with your culture's views. For example, Saudi women expect to stay home, raise children and have their husbands take care of them. That's a realistic expectation because the Saudi culture not only supports but also reinforces that role.

In the United States, there are a number of different expectations between races and socio-economic classes. A middle-or upper-class white girl may grow up expecting to get married, have two or three children and stay home to take care of them. She may expect to be taken care of. An African-American girl may grow up expecting to take care of herself. She knows she will have to work most of her adult life because so often the black male has not had the economic opportunities that would allow him to support her. African-Americans may have a more realistic set of expectations than their white counterparts.

EXPECTATIONS VS. REALITY

What happens when expectations aren't in tune with reality? Often marriages fail for exactly those reasons. People who hold on to childhood or unrealistic expectations enter marriage only to find great disappointment in their spouses or in their actual relationships. They end up divorced because it didn't turn out as they expected it to.

Probably most of you aren't very clear about your expectations. You may have never explored your real desires and needs. Those of you who are reasonably clear about what you want most likely have never shared them with the significant or important people in your life. Typically, you expect and assume that they will know what it is you are thinking and feeling.

Before you can enter into a meaningful relationship, and particularly marriage, you must have a clear and realistic view of yourselves, your partners, and your relationships. Seeing yourselves realistically means doing some real soul searching to discover and accurately evaluate your assets, liabilities, motives, goals and beliefs and aspirations for future fulfillment.

Ask yourself three questions: **1) WHO AM I? 2) WHERE AM I GOING? and 3) WHY DO I CHOOSE TO HOLD ON TO MY BELIEFS AND VALUES?** (Are they based on accurate and honest evaluation of information?) Also ask yourselves:

- ***What do I believe?***
- ***What do I value?***
- ***What do I want in life?***
- ***What kinds of friends do I make?***
- ***What is my role as a female?***
- ***What is my role as a male?***
- ***How do I interact with the opposite sex?***
- ***How do I handle my emotions?***
- ***Do I want to get married?***
- ***Do I want to remain single?***
- ***Do I want to have children? How many?***

GREAT STORIES FOR KIDS

"So the prince and the princess lowered their expectations and lived reasonably contentedly forever after."

DISCOVER YOURSELF

Here is an exercise that will help you get to know more about your needs, likes and dislikes. Get a number of sheets of paper and make columns headed as follows:

Things I like to do
Things I dislike doing

Qualities I like
Qualities I dislike

Music I like
Music I dislike

Places I like to go
Places I dislike going

Foods I like
Foods I dislike

Now put down everything you can possibly think of about your likes and dislikes, even those that seem silly or trite like, *"I like holding hands in the movies "* or *"I hate talking on the telephone."* If you are in a relationship now, have your partner make the same kind of list. Then share them with each other. If you're not, use it to get to know yourself better and then put the list away somewhere you'll remember. Take it out later and share it with the person with whom you're involved at the time. You'll probably discover many things about yourself and your partner that you never knew.

PERCEPTIONS

In looking at yourself, you must also find out if your partner's view of you is the same as yours. See if your perceived self is the same as your real self. It is not uncommon for people to see themselves one way while other's perception of them is quite different.

> *Lonnie thinks that she's a warm and affectionate person, but actually Howard, her boyfriend, finds her cold and wishes she would show more affection. He feels a distance of which Lonnie isn't aware. Most of her friends think she acts like a snob because she never calls them.*

While other people's perceptions may be incorrect, it is, nonetheless, the way they see you. Can you see how important it is to check out how you are perceived by others? Can you see how conflicts might arise if each of you has a different perception of the other?

Since most of us have a tendency to see our partners unrealistically when falling in love, the need to accurately evaluate them is crucial. Your accuracy, obviously, will depend on how open and honest your partner is. Ask him or her the same questions. **WHO ARE YOU? WHERE ARE YOU GOING?** and **WHY DO YOU HOLD ON TO CERTAIN VALUES AND BELIEFS?**

You must also look realistically at your present relationship and the one you ultimately hope to have. Find out what is and will be required of each of you. What do you want out of the relationship? What don't you want? You must be sure that each of you understands and is willing and able to do what is necessary to make the relationship work. Again ask those same questions about the relationship. **WHO ARE WE AS A COUPLE? WHERE ARE WE GOING? and WHY DO WE FEEL AS WE DO?**

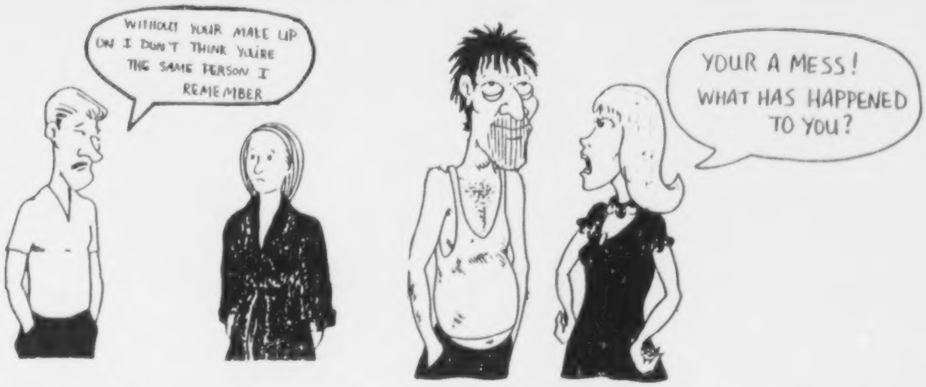
IS LOVE REALLY BLIND?

"If love is blind, marriage quickly restores the sight."

Let's look at some commonly held expectations. First, many people have idealized images of what marriage should be. They may be in love with love and the idea of marriage—unaware of the realities of marriage that change one's life so drastically.

Some view marriage as an escape from loneliness. Some look to marriage to fill up the void in their lives. Often, people say *"When I find the right person, I will be happy!"* You know from the chapter on self-esteem that you're the only one who can fill those voids. No one else can make you happy, if you are not happy with yourself. Others hold on to naive and romantic notions that marriage will be eternal bliss and sexual excitement. *"If you love me, we'll always be this happy."* Many believe that strong sexual attraction or a good sex life during courtship automatically assures emotional closeness and intimacy after marriage. Is that a realistic expectation?

During the initial stages of love, it is hard to imagine ever being bored with your partner or running out of things to say. Lovers show each other only their nicest, most interesting and congenial selves, and they expect this to continue after marriage. When you're still trying hard to impress or please your partner and always look your best, it's difficult to envision your wife in rollers or your husband with scraggly whiskers. When the newness wears off, what once was unique now becomes ordinary. What once attracted you to that person and set him or her apart from others may be dulled by the routine of married life. Being together day-in and day-out is quite different than seeing someone a few days a week.


WITHOUT YOUR MAKE UP ON I DON'T THINK YOURE THE SAME PERSON I REMEMBER
YOUR A MESS! WHAT HAS HAPPENED TO YOU?

(Cartoons reprinted with permission of Ed-U Press, Inc. from: *"How Can You Tell If You're Really in Love"* by Sol Gordon and Kathy Everly)

During courtship, much of the time together is spent doing fun things and going out a lot. We feel very special at this time and tend to forget that our partners have friends, family, responsibilities and obligations aside from their relationship with us. All of that doesn't have to change completely, but entering marriage with the fantasy that married life is always exciting and fun will set you up for disappointment.

What about your expectations of your partner and his or her role? Many enter into marriage with preconceived notions about their partner that rarely match the real person. Some couples put each other on pedestals prior to marriage and each gets used to being there. Each has an image—a mental picture of how they see their partner and what they expect of them.

Look at the words to the old song:

"The Girl that I Marry":
The girl that I marry will have to be as soft and as pink as nursery.
The girl I call my own will wear satins and laces and smell of cologne.
Her nails will be polished and in her hair she'll wear a gardenia and I'll be there.
Instead of flitten, I'll be sittin, next to her and she'll purr like a kitten.
A doll I can carry, the girl that I marry, must be.

A little extreme?....maybe, but rarely do our mental pictures match the real person involved.

> **"Two people do not have to agree on what's right to be together.**
> **They just have to want to be together.**
> **If that sounds simple, try it sometime."**
> **"Das Energi"-Paul Williams**

EXPECT AND ACCEPT DIFFERENCES

In the beginning of a relationship, you tend to expect your partner—out of love for you—to think, act, and feel as you do. But rarely do people have the same feelings and thoughts about things. Even their perception of events and situations often differ.

Derek hates rainy days. He thinks they're depressing. The only thing he wants to do when it rains is to stay in bed. On the other hand, Doris loves the rain. She loves the smell, the sound and even the feel of it.

Is one right and the other wrong? Or are they both right with just a different point of view about rain? Are rainy days inherently good or bad? Can you see how experiences and events can be perceived differently by many people? It is important that partners not only respect but also **EXPECT** differences. If your partner has dissimilar thoughts or feelings, he/she isn't wrong, selfish or bad. It doesn't mean that he or she loves you less either. It only means that each of you is a unique individual with differences.

Alona remembers all special occasions. She sends Rob cards and presents even when there's no occasion. Rob hardly ever remembers to send a birthday card and he doesn't expect Alona to remember his. His family never celebrated holidays and a birthday was simply the day you were born.

Is Rob selfish or thoughtless? Should Alona expect Rob to remember occasions or give gifts? She probably will. Is either one of them right or do they just have different expectations?

MORE EXPECTATIONS

Here are some common expectations that many of us have:

"If you would just....

- *change...*
- *stop acting that way...*
- *do it my way ...*

I know everything would be alright."

"If you loved me, you would know."

"If you love me, I shouldn't have to tell you."

Or:

"If I'm unhappy, hurt, or depressed, you should be able to....

- *cheer me up..."*

- *make me happy..."*
- *fix whatever is wrong."*

(If you can't fix it, you hardly can expect your partner to be able to.)

Here are more expectations adapted from *Do I Have To Give Up Me To Be Loved By You?*, by Margaret and Jordan Paul:

"If you really loved me, you would...

- *include me in everything."*
- *give me what I want."*
- *know what I want without my having to ask for it."*
- *do what I say."*
- *want the same things I want."*
- *be on time."*
- *remember my birthday and/or our anniversary."*
- *be attracted to me most of the time."*
- *want to listen to my feelings."*
- *want to spend more time with me."*
- *buy gifts for me that I really like."*
- *be interested in the things that interest me."*
- *never do anything that hurts or threatens me."*

UNSPOKEN EXPECTATIONS

People also bring many unspoken expectations to relationships. *"I expect you to be the father or mother I never had"; "I expect you to give me the love I never got"; "I expect you to make up for what I missed in my childhood."* These expectations may never surface and may remain in one's subconscious, but they will undoubtedly influence the relationship.

COMMUNICATE NEEDS

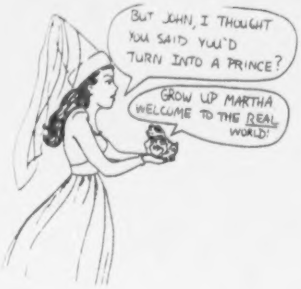
How can your expectations match the reality of the situation and your partner? First, you must explore and discover what your and your partner's needs are. Then the most important thing you can do is to express them. Communicate your feelings, thoughts, desires and expectations to your partner. No one is a mindreader and believing that your partner should know what you want without telling him or her is really pretty unfair. Unless he or she is psychic, there is no way your partner can know that *1) birthdays are important to you; 2) that you love to receive flowers; 3) that you love chocolate; 4) that you hate rainy days; 5) that you don't want to be disturbed or 6) that you're simply not hungry.*

> *Mildred decided to surprise Dale who was reading intently in the den. She brought him a tray of snacks and a glass of soda. She, of course, expected him to be pleased. When he politely refused saying, "I'm just not hungry but thanks for thinking of me," she felt disappointed and rejected. He certainly had no intention of hurting her feelings, but he really wasn't hungry. Dale felt Mildred should have asked instead of assuming he was*

hungry and expecting him to be pleased by her gesture. Mildred assumed that Dale felt and thought the same way she did and she felt unloved when he didn't.

All these reactions are based on faulty expectations of the way people will behave and when they don't, disappointment is inevitable. When you don't tell your partner what you expect and assume they will know, you inevitably set yourself up for rejection or disappointment.

Do you know what happens when you assume anything about anyone? Break down the word ***"assume"*** and you can see just what happens. You make an **ASS** out of **U** and **ME**.


BUT JOHN, I THOUGHT YOU SAID YOU'D TURN INTO A PRINCE?
GROW UP MARTHA WELCOME TO THE REAL WORLD!

> **"Don't ever think you know what's right for the other person. He might start thinking he knows what's right for you."**
>
> **"Das Energi"-Paul Williams**

GENDER ROLES AND EXPECTATIONS

What are other common expectations? Many have to do with gender roles and are a result of the conditioning we received as children—the messages we got from our parents. For example: *"Men will be good providers," "Women are caretakers and tend to the house and children."* Or *"Women must always be willing sex partners after marriage."* Another one may be that a man expects his wife to be happy by his standards. He believes that if he's happy, she will automatically be happy too.

SUBCONSCIOUS EXPECTATIONS

You may also have some expectations of which you are not even aware.

Rodney did not know he was a jealous person until he was at a party with his partner, Deidra and she danced with someone else. He suddenly found himself very upset and very jealous. He realized that he expected Deidra to dance with no one but him. Hoping she'd realize this without having to tell her, Rodney was already wondering what was going to happen at the next party.

It may be uncomfortable or even embarrassing to talk about your concerns and expectations, but if you don't share your feelings your partner will never know how you really feel. These problems can be avoided, if you communicate your feelings instead of assuming that your partner knows what you expect.

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CONCLUSION

It may not be wise to leave things to fate. Some believe *"If it's meant to be, it will be,"* but that's only if you're open, honest and realistic. A good rule to remember is never assume that your partner knows your feelings, thoughts and desires. Tell him or her. He or she is not a mindreader, so put away your crystal balls.

Take responsibility for what you want, feel, think or need. If you want your needs met, then be responsible for expressing them. If you know exactly what they are and communicate them to your partner, you will be less likely to be disappointed. You may have to adjust your expectations so they're more realistic, but if you know and understand your needs you will also know just how much or how little you are willing to settle. Work out your expectations about marriage and your potential spouse so that they become more realistic and attainable. Relationships can and should have blissful moments, if you and your partner know what to expect.

Fritz Perls, the father of Gestalt therapy, expressed his views about expectations this way:

"I do my thing, and you do your thing.
I am not in this world to live up to your expectations
And you are not in this world to live up to mine.
You are you, and I am I,
And if by chance, we find each other, it's beautiful.
If not, it can't be helped. "

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REVIEW QUESTIONS

1. What are expectations based on?
2. What happens when your expectations don't match the reality of a situation?
3. Are expectations ever healthy?
4. What happens when you **ASS-U-ME** something about another person?
5. What are the questions you need to ask yourself, your partner and your relationship?
6. What happens to expectations when you communicate your needs and desires?
7. How can sharing your feelings and desires build a stronger relationship?
8. Think of experiences and events that could be perceived differently by people. Explain and discuss.

DISCUSSION QUESTIONS

1. What expectations do you have about 1) a partner, 2) relationships and 3) marriage?
2. Has television or romance magazines and novels influenced your expectations?
3. Do you think childhood fairy tales portray realistic expectations? Do you think fairy tales are good for children?
4. What can you do to dispel unrealistic attitudes and develop more realistic expectations?
5. Do you believe expectations are harmful or unhealthy?
6. Are your expectations for yourself different than your parents' expectations for you?
7. Write a short essay on "My Marital Expectations."

RESOURCES AND REFERENCES

Articles:

"Great Expectations," Judy Simmons, Essence Magazine, February 1983.
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Books:

Do I Have To Give Me Up To Be Loved By You?, Margaret and Jordan Paul; CompCare Publications, 1983.
The Intimate Enemy: How To Fight Fair In Love And Marriage, Dr. George R. Bach and Peter Wyden; Avon Books, 1968.
Passive Men, Wild Women, Pierre Mornell, M.D.; Ballantine Books, 1979.
Making Love Work, Zev Wanderer Ph.D, Erica Fabian.
The Romantic Love Question and Answer Book, Nathaniel Branden,Ph.D; Bantam Books, 1983.
Beyond Sugar and Spice, How Women Grow, Learn & Thrive, Caryl Rivers, Rosalind Barnett, Grace Baruch, Ballantine Books, 1979.

TEACHER'S ACTIVITIES: EXPECTATIONS

1. Read the following story to students and follow with class discussion.

APPOINTMENT WITH LOVE

"Six minutes to six, said the clock over the information booth in New York's Grand Central Station. The tall, young Army lieutenant lifted his sunburned face and narrowed his eyes to note the exact time. His heart was pounding with a beat that shocked him. In six minutes, he would see the women he had never seen, yet whose written words had sustained him unfailingly.

Lieutenant Blandford remembered one day in particular, the worst of the fighting, when his plane had been caught in the midst of a pack of enemy places.

In one of his letters he had confessed to her that he often felt fear, and only a few days before this battle he had received her answer: *"Of course you fear...all brave men do. Next time you doubt yourself, I want you to hear my voice reciting to you: Yea, though I walk through the valley of the shadow of death I shall fear no evil for Thou art with me."*.. He had remembered, and it had renewed his strength. Now he was going to hear her real voice. Four minutes to six.

A girl passed close to him and Lieutenant Blandford started to approach her. She was wearing a flower, but it was not the little red rose they had agreed upon. Besides, this girl was only 18, and Hollis Meynell had told him she was 30. *"What of it "* he had answered. *"I'm 32."* He was 29.

His mind went back to the book he had read in the training camp. "Of Human Bondage," it was and throughout the book were notes in a woman's writing. He had never believed that a woman could see into a man's heart so tenderly, so understandingly. Her name was on the bookplate: Hollis Meynell. He had got hold of a New York City telephone book and found her address. He had written; she had answered. Next day he had been shipped out, but they had gone on writing.

For thirteen months she had faithfully replied. When his letters did not arrive, she wrote him anyway, and now he believed he loved her and she loved him.

But she had refused all his pleas to send him her photograph. She had explained: If your feeling for me has any reality, what I look like won't matter. Suppose I'm beautiful. I'd always be haunted that you had been taking a chance on just that and that kind of love would disgust me. Suppose I'm plain (and you must admit that is more likely), then I'd always fear that we're only going on writing because you were lonely and had no one else. No, don't ask for my picture. When you come to New York, you shall see me and then you shall make your decisions.

One minute to six...he puffed hard on a cigarette. Then Lieutenant Blandford's heart leaped. A young woman was coming toward him. Her figure was long and slim; her blond hair lay back in curls from her delicate ears. Her eyes were as blue as flowers, her lips and chin had a gentle firmness. In her pale green suit, she was like a springtime come alive.

He started toward her, forgetting to notice that she was wearing no rose and as he moved a small provocative smile curved her lips. *"Going my way, soldier?"* she murmured. He made one step closer to her. Then he saw Holly Meynell. She was standing almost directly behind the girl, a woman well past 40, her graying hair tucked under a worn hat. She was more than plump; her thick-ankled feet were thrust into low-heeled shoes. But she wore a red rose on her rumpled coat. The girl in the green suit was walking away.

Blandford felt as though he were being split in two, so keen was his desire to follow the girl, yet so deep his longing for the women whose spirit had truly companioned and upheld his own; and there she stood. He could see that her pale, plump face was gentle and sensible; her gray eyes had a warm twinkle."

At this point the story should be interrupted and the students should be given a few minutes to think or write an ending for the story. After some of them have been either read out loud or discussed, read the original ending as follows:

"Lt. Blandford did not hesitate. His fingers gripped the worn copy of "Of Human Bondage" which was to identify him to her. This would not be love, but it would be something precious, a friendship for which he had been and must ever be grateful.

He squared his shoulders, saluted, and held the book out toward the woman, although even while he spoke, he felt the bitterness of his disappointment. *'I'm Lt. Blandford, and you, you are Miss Meynell. I'm so glad you could meet me. May..may I take you out to dinner?'*

The woman's face broadened in a tolerant smile. *'I don't know what this is all about, son,'* she answered. *'That young lady in the green suit begged me to wear this rose on my coat. And she said that if you asked me to go out with you, I should tell you she's waiting for you in that restaurant across the street. She said it was some kind of test.'"*

……

Find out how many of the students thought: *l) he married the old lady; 2) he became good friends with the old lady; 3) he went after the girl in the green suit; 4) he left.* Ask if anyone had any other endings? Use this story to demonstrate how having unrealistic expectations can be disappointing.

Source: (April l969, Family Coordinator; submitted to NCFR by Marilyn Flick).

2. EXPECTATIONS AND SMELL IDENTIFICATION

A strategy suggested by Jeffrey Shrank demonstrates the role of expectations in the identification of an odor:

An experiment using the sense of smell can be used to demonstrate the fact that no sense is purely biological. Convince the class that you have a bottle containing a liquid known as *"peppermint concentrate,"* an extremely powerful smell candymakers use to flavor peppermint. Place the bottle equal distance from everyone and explain that the experiment is to test who is most sensitive to smells and will detect the odor from the bottle first. A short explanation of how odors diffuse through the air with a few scientific-sounding terms such as ion rate should convince the group you are serious. The liquid should actually be water with green food coloring added to convince the skeptics.

Hopefully, a number of people will shortly claim they smell the faint peppermint smell. Have the group close their eyes to concentrate better on the smell, and instruct them to hold up a hand and open their eyes when they smell the peppermint fragrance. See how many bite.

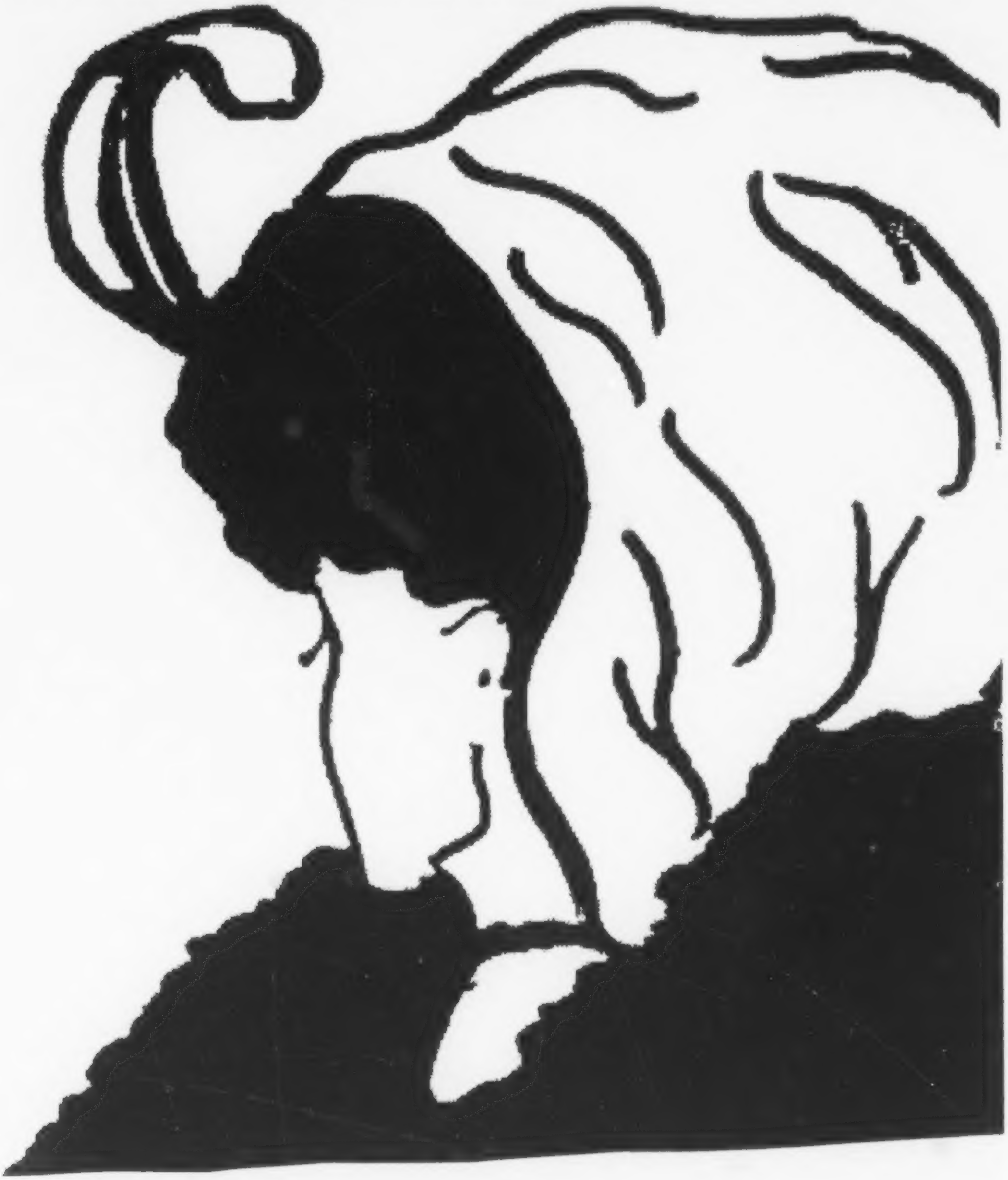
The demonstration is a process known as "setting." Stated simply, it means that the effect of something is largely dependent on expectations. A marijuana user who sincerely believes pot causes psychotic reactions might very likely have such reactions simply because he expects them. The experiment could also serve to introduce the concept of psychosomatic illness or even prejudice.

(Source: *Teaching Human Beings: 101 Subversive Activities for the Classroom.* Copyright 1972 by Jeffrey Shrank.)

The following three pages will demonstrate the importance of allowing others to have and hold on to their own point of view. Both the picture and the story of "Little Red Riding Hood" may help you better understand that there is always more than one way of looking at something. Each of you have your own way of looking at things and making decisions based on your personal values, experiences, and family/cultural background.

When you look at this picture some of you will see one thing and others may see something quite different. There is rarely only one way to look at something because each person draws from his or her own background. After you've decided what you see, find out what your classmates see in this picture and then discuss it. It may be very difficult to convince a fellow student to see what you do because he/she may see something entirely different.

When you read the story about Little Red Riding Hood, you just may change your opinion about the wolf. You've probably never heard his side of the story before.



POINT OF VIEW?

Here is a different way of looking at a situation that everybody seems to grow up seeing in just one way.

"The Maligned Wolf"

Well, to begin at the beginning, you see, I'm really not the person you see here — I'm really a wolf; not any kind of special wolf, just a regular wolf who was, on that fateful day long ago, trying to be a good wolf.

The forest was my home, I lived in there and since it was my home, I cared about it. I tried to keep it neat and clean, safe; you know — all those good things about the balance of nature and all.

It happened one sunny day while I was going about my business in the forest (let's see, I was cleaning up some debris which a camper had left from the previous day) when I heard the sound of footsteps. I leaped behind a tree and saw a rather plain little girl coming down the trail carrying a basket. Now since my job is to keep the forest safe and clean and neat, it is important the I know what's going on in the forest — to keep undesirables out, and to make sure that my home remains a fit place for me and all my friends to live. I was suspicious of this little girl right away because aside from the basket she was carrying (which could hold all sorts of things), she was dressed funny — all in red and her head covered so as to seem like she didn't want people to know who she was. So naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, why she was traveling, and whatever. She gave me a song and dance about going to her grandmother's house and that suspicious-looking basket containing lunch. I didn't believe her at first, but as I listened further, she appeared to be a basically honest person, and harmless. But she was in my forest and she certainly looked suspicious with that strange get-up of hers and I was worried that having her prancing down the path looking like that might scare my friends and might even tempt a forest creature not as responsible and kind as I, to threaten her, thus threatening the safety of my forest. So I decided to teach her a lesson so she might learn how serious it is to prance (skipping I think she called it) through the forest unannounced and dressed funny.

I let her go on her way, but ran ahead to her grandmother's house and when I saw the nice old woman, I explained my problem. being a forest creature herself, seeing as she lived in a small clearing on the edge of the forest, she agreed that her granddaughter needed to learn a lesson which, obviously, the girl's mother, who was the grandmother's daughter, had failed to teach. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl came to the door, I invited her into the bedroom where I was in bed dressed like the grandmother. The girl came in all rosy cheeked and said something nasty about my big ears (which she had no business doing since I can't do anything about my ears any more than you can.) Anyway, I've been insulted before so I took the hurt and made the best of it by suggesting that my big ears would help me to hear better. Now, I thought that was a neat thing to say in response to her insult because I thought it meant that I liked her and wanted to pay close attention to what she was saying. But what does she do? She makes another insulting crack about my bulging eyes. Imagine! Here's a little girl who thought she was talking to her beloved grandmother and she makes two insulting cracks in a row. And after I tried to be nice when she insulted me the first time. Now you see how I was beginning to feel about this girl who had put on such a nice front, but apparently was a very nasty person. I was actually most concerned about the feelings of the grandmother who could hear all these insults from under that very bed! But I've made it a policy to turn the other cheek so I told her that by big eyes helped me to see her better. Wouldn't you think that she would get the message that I'm not going to play her nasty put-down game? Not her!

My plan had been to talk with her for awhile and then carefully remove the grandmother clothing to show the girl that she simply must be more careful and alert. But her next insult got to me. I've got this problem with my teeth. My parents were poor wolves and never had the money to have good dentistry done on me so I've got kind of prominent teeth. And that little wench made an insulting crack about my large teeth. Okay. I've tried to be nice all along, but I'm sensitive about my large teeth. And her insult about my large teeth made me very angry. I know that I should have had better control, but that's water under the bridge, as they say. Anyway, I leaped up from that insult and angrily growled that my teeth would help me to eat her better. Now let's face it — no wold could ever eat a little girl — everyone knows that and besides, you know me well enough by now to know that I'd never hurt anything. It's just that I got very angry all of a sudden.

But the crazy little girl lost all touch with reality. She started running around screaming — me chasing her to calm her down — I'd already taken off the grandmother's clothes, but that only seemed to make it worse. The grandmother, incidently, never came out to help me. All of a sudden the door came crashing down — some lumberjack destroyed the door with his axe as though there was a four alarm fire. I looked at him — and then at that hysterical girl — and all of a sudden it came clear what I was into. The lumberjack thought I was attacking the girl. Well, I could understand his violent intentions then so I turned to him to explain and just then he swung his axe, splitting me open right across the middle. The blow was so hard that I flew across the room and landed on the other side of the bed. About that time the grandmother finally got some wits about herself and she came out from under the bed. I lay there thinking that I ought not make any sudden moves because there was that axe still in the lumberjack's hand, so I just lay still and they left the house, thinking I was dying. The grandmother never did tell them what was going on there. I've had a hard time forgiving her for that. But I didn't die, although I was pretty sick for a long time. And now people all seem to think that I'm a mean, nasty guy. I've had to change my appearance and my job. I'd much rather be a wolf and return to my forest, but I can't take that chance, as long as there are so many people who think I'm dangerous. Why even little children in school are taught that I'm mean and nasty. I've lost everything and just because I was trying to help, trying to keep my forest safe for everyone — even that little girl.

Well, now you know my story and I feel better already for telling you. It does seem to be better when I'm not carrying all that stuff around by myself. Thank you for listening.

How do you feel about Little Red Riding Hood now? What about granny or the lumberjack? Have you ever looked at some situation in your own life one way, but changed your mind about it after you listened to more than one person tell their side of the story?

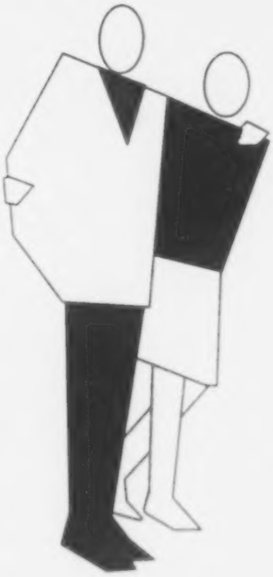
(Source: Leif, Fearn "The Maligned Wolf". *Individual Development: Creativity*, Education Improvement Associates, San Diego, CA, 1974)

DATING

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain the three major factors that influence our initial interactions with people.
- Explain how stereotyping and generalizing can interfere or negatively influence our first impressions.
- List the traits that attract people to one another.
- Explain traditional and casual dating.
- Identify and explain the stages of dating.
- Demonstrate their ability to politely refuse a date.
- Identify some ways of determining suitability of dating partners.
- Identify appropriate behaviors and attitudes for terminating a relationship.
- Identify and explain the healing stages for coping with rejection.
- Identify some of the do's and don'ts of coping with rejection.



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DATING

> **"Whenever two people meet there are really six people present. There is each man as he sees himself, each man as the other person sees him, and each man as he really is."**
> **-William James**

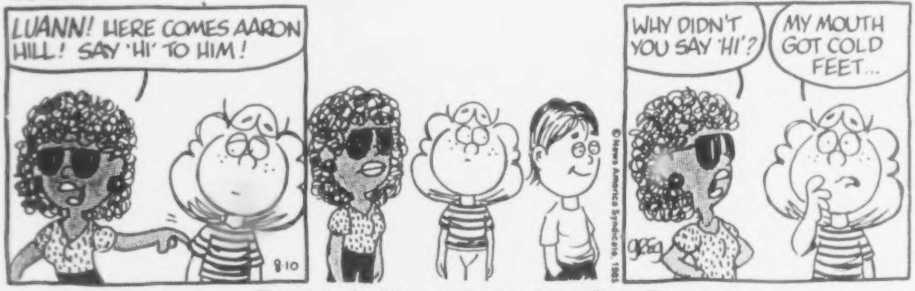
During adolescent years young people, believing they want to marry someday, begin their search for a partner. The paths taken will vary from person to person and they will wind, twist and turn. There are stages that most though not all of you will follow. You will probably begin with the first encounter, meeting someone to whom you are attracted. From there, the usual path is to begin dating, first casually and then seriously. After that, there might be a period of engagement and then, at some point, you may decide to marry. Not all of you will follow this path. Some may remain in certain stages longer than others; some may skip them all and some of you may never marry. But most of you will have some of these experiences during your teen and young adult years.

FIRST ENCOUNTERS

Meeting someone—whether on a blind date, walking down the street or at a party—begins with the first encounter.

Luann

By Greg Evans


LUANN! HERE COMES AARON HILL! SAY 'HI' TO HIM!
8-10
WHY DIDN'T YOU SAY 'HI'?
MY MOUTH GOT COLD FEET...

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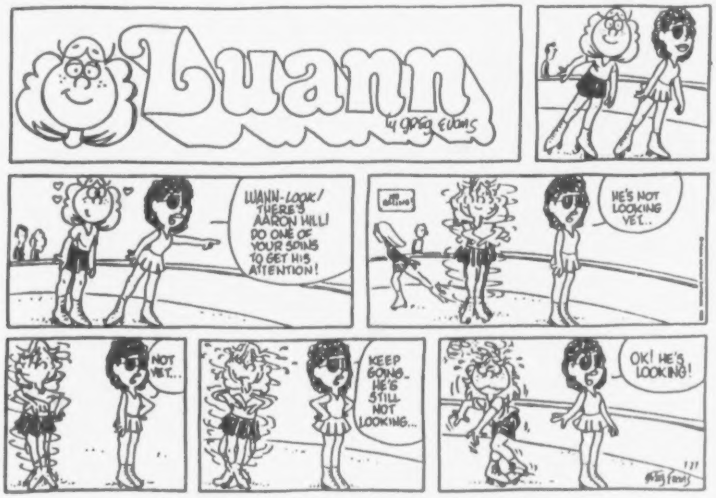
Either you are or you aren't attracted to a person. The attraction is usually related to the biological, psychological or physiological make-up of that person. We refer to this as *"chemistry."* You've probably heard someone say,*"He's really nice, but there's just no chemistry between us."* The ingredients that attract are different for each of you. You and a friend may meet someone that you think is really *"tough,"* *"foxy,"* or a *"hunk."* Your friend may wonder if you're looking at the same person because he or she finds them totally unattractive. People, unfortunately, form this first impression within ninety seconds or less after meeting.

The first encounter usually begins with a communication that invites a response from another person. It doesn't always have to be a verbal message. It could be just eye contact, a smile or a pleasant remark. An encounter is a screening device to learn more about a person, their status, interests, beliefs and other traits. From there you can determine whether you want to know the person better.


Luann
by Greg Evans
LUANN-LOOK! THERE'S AARON HILL! DO ONE OF YOUR SPINS TO GET HIS ATTENTION!
HE'S NOT LOOKING YET...
NOT YET...
KEEP GOING. HE'S STILL NOT LOOKING...
OK! HE'S LOOKING!
Greg Evans

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Certain skills can help you get past the superficiality and discover whether there's anything substantial to pursue and build on. They are: *1) finding a way to begin by initiating conversation, 2) finding a common interest to pursue, 3) knowing how to evaluate new people, and 4) knowing how and when to terminate the encounter.*

CONVERSATIONAL TIPS

When you meet someone for the first time, there are a number of things you can do. Here are some tools to help you start and maintain a conversation:

- **Find an interesting topic to keep their attention.** Here's some opening lines you can use: *"What's new?",*
  "I really like your......",
  " Do you know what I learned, (saw, did) today?

- **Try to remember at least three interesting, stimulating or exciting things that have happened to you recently with which you think others can identify.**

- **Try to remember jokes you've heard and use them.** Humor can keep a conversation flowing (within limits).

- **Things you read in books, magazines or events are all excellent springboards to conversation.**

- **People identify with characters and plots on television and in movies.** You can talk about them for hours.

- **Keep up to date on current news, or special programs and feature stories so you can discuss them intelligently.**

- **Remember the person's name and use it several times during a conversation.**

- **Try to learn about the other person's accomplishments and what he/she likes to do and share your related experiences.** Sharing information helps people feel closer and more comfortable.

- **Try to learn about their background**—but don't get nosy.

- **Make and keep eye contact and stay with the person mentally.** If your mind wanders or you begin to look around, he or she may think you've lost interest and terminate the conversation.

- **Try to stay calm.** If you appear nervous and anxious, the other person will feel your discomfort.

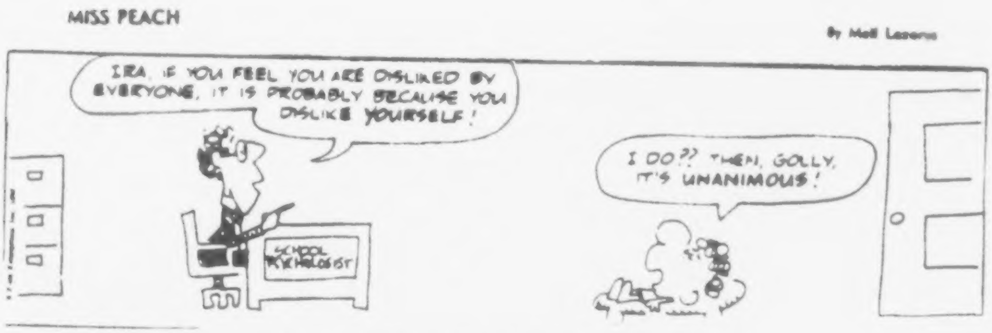
- **Try not to talk about past relationships.**

- **Avoid telling terribly intimate information about yourself;** you might be thought self-centered. Subjects like sex and/or death are generally not appropriate topics of discussion for first encounters.

- **Don't come on too strong.** Making demands or overtures during a first encounter will only scare the person off.

- **Be sure the person is available and has no other commitments.**

- **Project a positive self-image that will encourage the person to continue this encounter and possible future ones.** If you don't feel good about yourself, you can't expect others to want to know you better.


MISS PEACH
By Mell Lazarus
IRA, IF YOU FEEL YOU ARE DISLIKED BY EVERYONE, IT IS PROBABLY BECAUSE YOU DISLIKE YOURSELF!
SCHOOL PSYCHOLOGIST
I DO?? THEN, GOLLY, IT'S UNANIMOUS!

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- **Be yourself**—don't try to pass yourself off as someone with any more or less talents or qualities than you actually have.

- **Consider if the person has traits that you like.**

- **Try not to have preconceived expectations so you will not be disappointed if a second encounter doesn't take place.**

- **If the person passes your screening, arrange a second meeting.**

- **Be prepared to terminate the encounter if it doesn't appear to be going any where or if you don't find enough positive traits.**

WHAT'S IMPORTANT

When we meet someone we generally focus on these factors: **physical attractiveness**, **behavior**, and **interactional possibilities**. The problem with sizing up people by these standards are the many possibilities for error. What do *you* focus on?

Physical Attractiveness

Judging people by their looks tells you nothing about the person. Remember you didn't choose what color eyes you have or the size nose you wanted. You might learn something about that person if their appearance is terribly sloppy or unusually neat, but looks are no measure of what people are like. And even one's clothes can be deceiving.

> *Theresa and Donny meet at the supermarket. They begin talking and really enjoy the conversation, but Theresa gets turned off by his sloppy clothes. She decides not to accept an invitation to get together again, based on his attire. Donny had been working out in the yard and had run out of weed killer. He didn't want to waste time, so without changing his clothes, he ran down to the store to buy some. His "normal" attire might be quite different, but Theresa judged him on that first impression!*

Behavior

Sometimes people make unfavorable first impressions by talking too much, acting stand-offish or phony, or by trying too hard to satisfy someone else's needs. This may not be their typical behavior. They may just be reacting out of nervousness or their fear of rejection. If you make a decision based solely on the behavior of the person at the moment of the encounter, you may evaluate them incorrectly. So be sure to check out external factors as well.

> *Lisa and Marty meet at a friend's house. Lisa is very attracted to Marty, but he appears to be down. She decides not to pursue it because she doesn't like to be around negative or moody people. She doesn't know that Marty's dog has just died The dog was thirteen and Marty had raised it since it was a puppy. He didn't tell*

her because he was afraid he might start to cry, so he just tries to act natural. Lisa misses out on getting to know a warm, sensitive person who just happened to be upset and depressed when she met him.

Interactional Behavior

See how preconceived notions can interfere with what's really going on? Now what about judging someone from your initial interaction?

> *Kim is talking with the cute boy standing behind her in the lunch line. He is accidentally pushed and spills his soda on her. He doesn't realize that he spilled it on her, so naturally he doesn't apologize.*

Does Kim rule him out because he is rude or insensitive? She might. But you can see that she might miss out on getting to know a really worthwhile person?

STEREOTYPING AND GENERALIZING

Unquestionably, first impressions color future interactions, but usually we overgeneralize. We rely on our own experiences and assume that others are like us in feelings, beliefs and values. We often have a mental stereotype about a group of people. Often race and religious stereotypes affect our judgment. Therefore, we seldom judge people completely on their own merit or worth.

There are other problems in evaluating people after first encounters. We all tend to put up a good front to impress someone we've just met, particularly if we would like to get to know them better. We also often see people as we would like them to be, not as they are. In other words, we see what we want to see.

Sometimes, we focus on one positive or negative trait in a person, connect it with all their other characteristics and assume he or she is either good or bad based on it. Remember also that people differ in what they believe are negative or positive traits. Different cultures, religions or ethnic groups have different viewpoints, character traits and behavior. What's appropriate to one may be totally unacceptable to another.

Most men in the United States would find it distasteful if, upon meeting another man, he kissed both their cheeks. In parts of Europe, that is customary. You, however, might have a mental picture of men kissing and assume they're gay.

Or you might be uncomfortable if introduced to someone who talked to you only inches from you face, but in some Arabic countries that is also customary. In both cases, your assessment would be based on either a mental stereotype or a single misleading experience.

See how easy it is to make inaccurate evaluations about the people you meet? See how important it is to correctly assess someone? In general, upon first meeting people, give them the benefit of the doubt. Circumstances often affect the way people look and act. Sometimes, they are internal, but most often they are external situations and our responses to them are not cast in stone. In other words, we are not always as we seem. In most cases, we are better; on few occasions, some people are worse!

TERMINATING THE ENCOUNTER

If you feel comfortable you've made an accurate assessment, you may choose to terminate the initial encounter. It may be that there is no attraction or that the behavior is just too negative, regardless of what the external reasons may be. Or maybe you just feel that the encounter is not going anywhere or is headed in an undesirable direction. Never feel you have to pursue an encounter just to make someone else happy or to avoid hurting their feelings. It's better to be honest up front than to start making up lies that may cause problems down the road. Be polite and courteous, but find a way to end the meeting.

Because you feel a certain way doesn't necessarily mean that the other person will share your feelings or beliefs. And if that person doesn't share your interest doesn't mean there is something wrong with you. You don't like everyone you meet and you're not attracted to everyone you're introduced to, so don't expect someone to like you just because you like them. It's okay to be disappointed and to feel a little sad. It's not okay to let it affect your entire self-image. Not everyone is going to like you. That doesn't mean that you are any less worthwhile. You're still a person of worth. Sooner or later, the chemistry will be right and you'll connect with someone who thinks you are a very special person.

ATTRACTIONS

Certain elements seem to be important to continuing an encounter or getting to know a person better. Specific traits that attract people to one another are:

- **physical attraction**
- **warmth**
- **sincerity**
- **sense of humor**
- **ability to understand others and be understood**
- **similarity**
- **personality fit**
- **competence**

Physical beauty may attract you initially, but it is not enough to keep you there if the person has many negative traits. Sometimes, you may overlook negative characteristics believing that physical attraction is enough. Keep in mind that while beauty is only skin deep, nastiness goes go all the way through. When the beauty fades, what will you be left with?

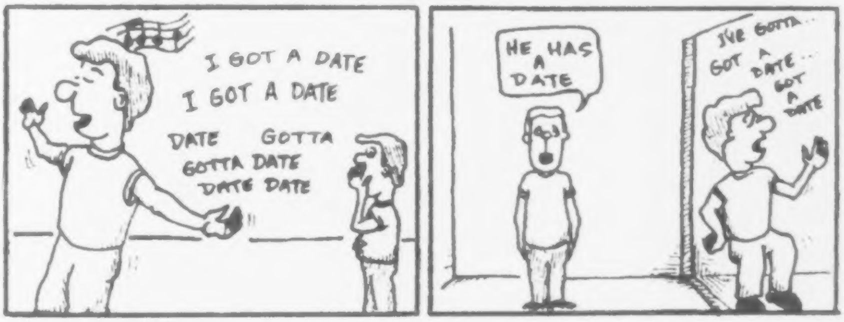
You usually select partners who are similar to you in attractiveness, level of intelligence, dependability, warmth, honesty and mental health. In many cases, you're attracted to people with similar interests, values, beliefs and social background. It may be that you like people who agree with your beliefs because they strengthen your own feelings of adequacy and esteem.

You've probably heard the expression, "*opposites attract.*" In those cases, you may be attracted to someone who is very different than you. You may seek a "*personality fit*" which means that one person's strength may compensate for the other's weakness. In other words, each has characteristics the other wants, but may lack. For example, a shy person who wishes he or she were more sociable may be attracted to someone who is outgoing and talkative. Sometimes, it is hard to understand why you are attracted to someone who is so different than you. It is possible that that person—or something he or she does—reminds you of someone you care a great deal about. Other times, you just might be repeating a pattern of relating that is similar to your own parents or someone very close to you.

You generally are attracted to people who like you and who reward you with approval. Being liked and appreciated reinforces your worth and helps alleviate feelings of self-doubt. If a person doesn't like you, you probably won't like him or her. If a person acts very superior to you, it may turn you off. Similarly, if you perceive someone as not having the ability to meet your needs or influence your welfare, you may also be turned off.

Meeting someone new can be very exciting, providing you are mature enough to handle it. Seeking superficial qualities in people is fun for only a very short time and generalizing and stereotyping others limit the possibility of meeting many wonderful people. Be open and explore potential relationships, and when you meet someone special—go after him or her.

DATING



Dating trends have changed a great deal today. In the past, a boy called a girl and asked her out on a date. He always took the initiative, played the dominant role and usually paid all the expenses. Generally, he would call the girl well in advance. If the boy waited until the last minute, a girl might refuse because she didn't want him to think she was unpopular and had no other dates. Couples used to make plans for a specific outing—the movies, the zoo or maybe a party. They seldom went places in groups, but instead "double dated" with another couple. This was known as **traditional dating**.

The purposes of dating haven't changed—recreation, companionship and to have a good time. Today, however, the trend seems to be social activities where boys and girls hang out together. The informality of just getting together and dating casually seems to have replaced traditional dating. More emphasis is placed on meeting in a casual setting and getting to know each other before deciding to pursue one another in a more serious dating role.

It may surprise you, but casual dating lessens the anxiety of rejection. In traditional dating, if one party didn't want to go out again after the first date, the other often experienced painful rejection. In a group setting, if the initial encounter doesn't go well, there is less personal rejection and less pressure—neither person has to pursue the other.

Refusing A Date

Here are some guidelines to follow if you are asked out and want to say **NO**.

- **First, be absolutely certain that you want to say no.** Be open-minded. Consider giving him or her a chance. (Not everyone is a hunk or gorgeous, but lots of people are fun to be with.)

- **If you definitely don't want to accept the date, there are a number of ways to say no**. Being cruel or nasty is not one of them. Put yourself on the other side and think about how you'd want your feelings to be handled. Try being honest. "*I just don't think we'd have anything in common to talk about*" or "*I'd rather just be friends.*"

Hey Babe How about Saturday night?

- **If you aren't comfortable with that or feel he or she won't accept that answer a little white lie under these conditions might be appropriate:** "*I'm seeing some one else right now.*"

Traditional Dating

Traditional dating in many cases exploited the female and, unfortunately, some of these patterns still exist. When a boy bases his date selections on physical appearance only, less attractive females might not get asked out. Today, if such a girl were in a casual social setting, the same young man might get to know her first as a person and then as a friend. The importance of her physical attractiveness might diminish.

COLD DRINKS
ICE CREAM

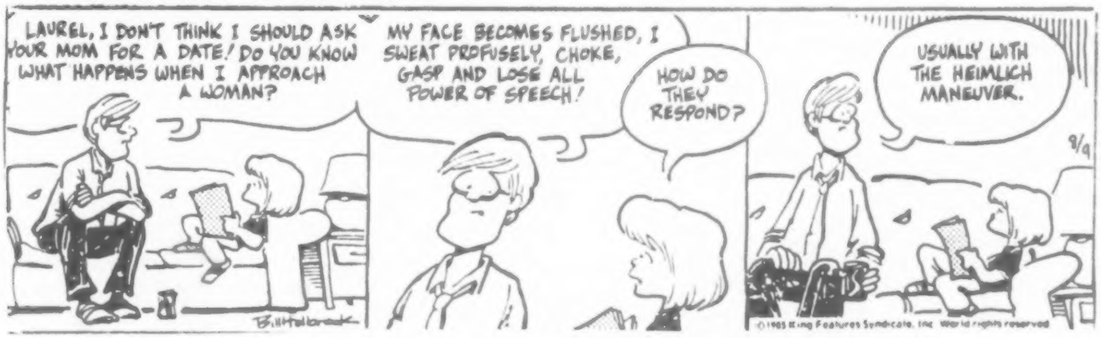
Also in the past, the male usually footed the bill and often expected something in return. Generally, it was of a sexual nature. The female, feeling obligated, was put in a defensive position. Of course, she always had the right to say NO, but the one-sidedness of the male paying sometimes put her in an awkward situation.

The male probably experienced great anxiety in traditional dating, too. The burden of being the initiator was placed on him. He faced the fear of rejection every time he invited a girl out. Because of this, many young men actually held back from dating at all. This true story is a good example of this behavior.

> *Pat was getting ready to attend her twentieth high school reunion. She remembered how unpopular she had been during her high school days. She remembered the loneliness and sadness she had experienced. She would go home from school and talk with her mother, wondering why no one would ask her out. She told her mother that she could understand if someone took her out and then decided that he didn't like her, whatever the reason might be. She just didn't understand why no one would even ask her out, even though the boys appeared friendly in the classroom.*
>
> *She appeared at the reunion feeling the same anxiety. Almost at once, several of the boys (now grown) came up to her and said, "Do you know you were our heartthrob in high school?" She was flabbergasted. She didn't understand at all until she asked, "Well, why didn't any of you ever ask me out?" They said they thought she was so pretty that they were afraid to ask her out. They were so sure she would reject them that they never bothered to ask.*

In those days, girls never made the first move, so everyone experienced unnecessary feelings of rejection. Today the male is no longer completely responsible for initiating the date. He no longer bears the burden of planning for the evening, providing transportation or paying all the expenses. More and more females are beginning to share these responsibilities, realizing they must if they want to achieve and maintain the equality they are seeking. Unfortunately, men are still doing most of the asking, though surveys do reveal a change in this trend.

ON THE FASTRACK BILL HOLBROOK


LAUREL, I DON'T THINK I SHOULD ASK YOUR MOM FOR A DATE! DO YOU KNOW WHAT HAPPENS WHEN I APPROACH A WOMAN?
MY FACE BECOMES FLUSHED, I SWEAT PROFUSELY, CHOKE, GASP AND LOSE ALL POWER OF SPEECH!
HOW DO THEY RESPOND?
USUALLY WITH THE HEIMLICH MANEUVER.
9/9
Bill Holbrook
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Stages of Dating

There are several different stages of dating. The first is **random dating,** which means there is no commitment beyond the first encounter. You may prefer this kind of dating because you want to *"play the field"* and you know you are not ready for a more serious relationship. Generally, boys seem to want to play the field more than girls.

Casual dating begins when each partner starts to develop a stronger interest in the other. Generally when you date casually, you do not have exclusive commitments to one another which means you can continue to occasionally date others. The final stage is **steady** or **serious dating**. This stage occurs when both of you decide you are ready for and desirous of an exclusive agreement. It is better to put off this kind of dating until both partners are emotionally mature and ready. Adolescents reach maturity at different ages. Some fourteen year olds are more mature than some seventeen year olds. Too often, adolescents enter into steady dating patterns for the wrong reasons—such as security. They feel having a steady boyfriend or girlfriend will insure their having a date all the time. The fear of not being popular or not being asked out has pushed many into relationships for which they were not ready.

Steady dating at the **appropriate** time will give you the opportunity to:

- **Improve social and communication skills.**
- **Learn more about the opposite sex and how to get along with them.**
- **Learn more about yourself and your capabilities and needs so that you may be better prepared for later mate selection.**
- **Learn more about your own sexuality.**

Steady dating does not necessarily lead to marriage, but it can serve as a transition period to the more serious stage of mate selection. Generally, most people date a variety of people before getting engaged. Dating different people provides a wide variety of partners, experiences and relationships that will help you choose an appropriate mate when you're ready.

It might be a good idea to hold off going steady until you have had enough time to really get to know yourself. Casual dating gives you the opportunity to examine what qualities you feel are important in a partner and in a relationship before going steady.

YOU CAN'T BE EVERYTHING

The first thing you must do is to have a realistic view of yourself and the dating relationship you hope to have. Consider what you have to offer, but don't overestimate. Unfortunately, most of us think we can be all things to the person to whom we are relating. That's just not possible and the sooner you understand that, the better off you will be.

Leon has always fantasized being with a woman with large breasts. He meets and begins dating Cassie who has small breasts. No matter how hard she tries, short of breast implants, she will never be able to live up to his fantasy.

Missy likes tall men. (We all have pictures in our mind of what we want "Mr. or Ms. Right" to look like.) Missy meets and falls madly in love with Jose who is only 5'5". Jose can never measure up!

GROUND RULES

Next you must establish a set of ground rules. Identifying what each person's expectations are within the scope of the relationship helps minimize disappointment. Remember, disappointments are usually the result of unrealistic expectations. Relationships are formed to meet the needs of the people involved, but if you don't know what your needs are, it is extremely difficult to establish any guidelines. (This is why so many teenage marriages fail. Few teenagers have had enough experiences to truly know what their needs are.)

WHAT TO LOOK FOR

There are some clear signals to look for to help you decide whether you have selected the right person to date steadily.

- **You feel at ease when you are with your new partner.**
- **You feel good about your partner whether you're together or apart.**
- **You don't always feel you have to be at your best when you're together.**
- **Your partner is open with you about his or her life: past, present, future.**
- **You can say no to each other at times without feeling guilty.**
- **You feel cared for and appreciated.**
- **You feel your partner sees and accepts you as you are.**
- **Your partner really listens to you and hears what you say.**

There are also signs and red flag warnings that tell you if your partner is wrong for you:

- **You don't feel comfortable when the two of you are together.**
- **You feel burdened, angry or let down when you're together or apart.**
- **Your partner is very secretive about his or her past, family or future plans.**
- **You feel your partner's not attentive when you're together.**
- **You don't feel cared for and appreciated.**

LOVER'S QUARRELS

As a relationship deepens, conflict may also increase. As people get closer, it is natural that certain incompatibilities and differences will surface. Conflict can lead to disputes and disagreements. "*Lover's quarrels*" in the early stages of a relationship can be constructive. If you're really committed, you can begin to work out any misunderstandings. If you're not, it may be time to part.

WHEN IT'S OVER

When steady dating ends, as it often does, the pain of rejection can be great. Rarely do relationships end with both partners mutually deciding to terminate. It is not unusual for one partner to have a greater commitment or stronger emotional attachment. Relationships are rarely balanced. Even in marriages, one partner may be more committed than the other.

BREAKING UP

Too often, people remain in relationships that are full of disagreement and conflict, or maybe the partners have just outgrown one another. If you find that your relationship is becoming more negative than positive, or one or both of you is totally disillusioned, it may be time to step aside and reevaluate your commitment. It is seldom that both partners are disenchanted at the same time so, unfortunately, one usually finds him or herself in the role of the rejector. We generally feel sorry for the person being rejected, but in reality it is often equally as painful and sometimes even more so for the partner who is making the break. No one wants to deliberately hurt someone else—especially someone you've cared deeply about—and certainly no one wants to be hurt.

During your teen years, you may occasionally find yourself on one side or the other of a dying relationship. If you believe the relationship is over or that it is unproductive to remain in the situation, you have to find a way to end it. If you're certain about your decision, there are several things you can do.

If it's an abusive situation—physically or emotionally—you owe your partner no consideration. Just get out at once and stay out!

But if your feelings have changed, as they often will during these years, or you just want to date others, then you do owe your partner some consideration. Here are some tips to follow when ending a relationship:

- **Be prepared for hurt feelings**, because no matter how nice you say it, if it's not what he or she wants to hear, it's going to hurt. You are going to feel sad, too. After all, this is someone for whom you obviously cared.

- **Be honest**—if you're certain that you no longer want to continue the relationship, let him or her know. If there's a specific reason, or something that displeased you, share that. You might be doing the person a favor—helping them correct a personality flaw or inappropriate behavior.

- **Be kind.** Think about how you would want to be treated under the same circumstances. There's no need to say nasty things or be cruel. It will be painful enough. Let the person know you enjoyed the relationship. Mention things you liked.

- **Don't let yourself be talked back into it**...not if you really want it to be over. Try to remember the bad times, it will help you stick to your guns. Sometimes when you don't want to hurt someone, you agree to something you really don't want to do. Don't say, *"Well, we can still see each other occasionally,"* if that's not what you want.

- **Don't blame yourself or your partner either.** People change and needs change, especially when you're young.

- **Consider your timing**—that doesn't mean put it off, but it does mean be considerate about the appropriate time to tell your partner that it's over. If he or she is taking college boards, interviewing for a job, or experiencing serious family problems, it wouldn't hurt to wait a few days.

- **Try and stay friends, if possible.** Unless your partner has really been cruel or physically abusive, you might want to keep him or her as a friend. Being friends may be difficult during the healing process, but don't close the door. After all, you once were good friends.

  (Adapted from " The Teen Dating Guide," by Marjabelle Young Stewart)

...but we can still be friends

DEALING WITH REJECTION

Any kind of rejection tends to rattle our feelings of worth. This is a time when self-esteem can falter.

Remember that not fitting another person's ideal or not living up to another's expectations does not mean, in any way, that you are bad and worthless.

It only means that your goals and possibly your needs were different than theirs at that time.

Let's look at how rejection affects us. Obviously, no two people will have exactly the same response. Each of us has his or her own threshold for dealing with pain. Along with the obvious feelings of pain, depression and sadness, there are other responses that may not be so apparent. You may also feel *helpless, fearful, angry, guilty, irritable and restless*. You may experience a loss of concentration, motivation or energy. You may even notice a change in your appetite or sleep patterns.

HEALING

There are three stages that we generally go through on our way to recovering from loss of a love. All of them are perfectly natural. Because loss is so personal, we may react differently to the stages. Don't worry if you stay longer in any one of them.

The first stage is **Shock and Denial**. At first, we may refuse to believe that the relationship is over. We may fantasize that he or she will be back. We may still make plans that include that person. It would be a mistake, though, to try and continue a relationship that really seems to be over. It would be a waste of valuable energy and, more than likely, it would also be extremely painful for you. You might make a pact with a friend that if you get the urge to contact him or her, you call the friend first to discuss it.

The second stage is **Anger and Depression**. Anger and disappointment are natural feelings to have at a time like this. It is perfectly okay to be depressed or angry. It's even okay to be angry (for a period of time) at the person who left you.

IT'S NOT OKAY TO HATE YOURSELF OR TO ACT IN SELF- DESTRUCTIVE WAYS.

It's not unusual to have thoughts of suicide, but you don't have to act on them. The moment you have those thoughts or feel you'll never get over the pain,

REACH OUT FOR HELP RIGHT AWAY!

If you can talk to your parents, tell them right away of your pain and fears. Remember they were teenagers once and they most assuredly had broken hearts, too. If you can't talk with them, call a friend. And if you can't talk to either of them, **call the local suicide prevention agency.** But do it as soon as those feelings begin to get out of hand. **DON'T WAIT.** It's hard to tell someone who is in great emotional pain that it will pass, but it will. It would be a terrible waste to miss out on the rest of your life. More good times are just ahead. It's just hard to see those times right now. Just hang in there.

DEALING WITH YOUR ANGER AND PAIN

What can you do when you're feeling angry or hurting? Here are some ways of dealing with it adapted from the book *How to Survive the Loss of a Love*, by Colgrove, Bloomfield & Williams:

- **Cry and yell and scream.** Crying is a healthy, cleansing release for both males and females. Yelling and screaming when you're alone can also release pent-up anger.
- **Play a sport or work out.** Physical activity can be a powerful and safe way to work off anger. Jogging is a great release.
- **The sooner you allow yourself to deal with the pain, the sooner you can get on with your life.** Don't run away from it or deny it. If you resist the pain altogether, it will stay with you even longer and it may haunt you months and even years later.

DO'S

During this stage there a number of things you can do to help yourself to start feeling better.

- **Be gentle to yourself.** Remember when people are stressed, they are also vulnerable. Get plenty of rest; your body needs energy for repair. Good nutrition and moderate exercise help the healing process.

- **Keep to a routine and stick to your regular schedule.** Keeping busy makes the time go faster and keeps the mind from dwelling on the pain.

- **Keep busy on weekends.** They will be the toughest times to get through. Try to hang out with your friends. Plan specific activities and keep busy.

- **Accept understanding and support from friends and family.** Invite a friend to spend the night, visit a friend or relative or call someone if you need to talk.

- **Put away momentos like pictures or letters that will only reinforce your pain.** When you're feeling better, put them out again.

- **Pamper yourself.** It's up to you to do things that will make you feel better. Do something that you've always wanted to do!! Be creative!

- **Help others.** If you're really feeling sorry for yourself, you might think about doing something for someone else. That can sometimes be the best way to deal with self-pity. First, it helps you to put into perspective the magnitude of your problem. It may not reduce the pain, but doing something for someone less fortunate may help you see that your pain is only temporary. Try reading to the blind. (The blind person will never see again...but you're free to love again.)

DON'TS

There are also some things you shouldn't do during the stage of anger and depression.

- **Don't punish yourself with "If only's."** (If only I would have done this or if only I hadn't said that, etc.) It is normal to feel some guilt or condemnation, but don't allow it to consume you. Don't blame yourself for all the mistakes. Remember, it takes two to make a relationship work.

- **Don't make any major decisions during this time**. Your judgement may be clouded.

- **Don't be afraid to ask for help.** Your friends and family aren't mindreaders. They can't help you if they don't know that you need them.

- **Don't take on too many new responsibilities.** Remember, your mind and body need time to heal.

- **Don't fall into bad habits.** If you try to escape the pain by drinking or taking drugs, remember the high will only be temporary. You can't stay high forever and the eventual effects will only deepen your depression.

- **Don't get involved immediately.** The temptation to find another romantic attachment to fill the void will be great. Don't give in to it. You are not ready and it will not be fair to the potential new love. When you are on the rebound, your self-worth is pretty shaky. Remember that relationships can't survive without two, whole people.

The final stage is **Understanding and Acceptance**. You may not understand immediately why the loss happened; you may never. No one will expect you to accept the loss easily. But during this stage, you will begin to feel stronger and more independent. Your judgement will be clearer, your concentration will improve and you will start to feel more alive. You can expect to fall back, occasionally. Hearing *"your song"* on the radio or seeing him or her at school may bring on overwhelming feelings of sadness. Expect peaks and valleys during the healing process.

Surviving the emotional trauma may help you discover a stronger and more independent you and maybe even a happier you. Though many adults will try to minimize your trauma or even laugh it off as *"puppy love"* or infatuation, losing someone you love or even someone you think you love is painful at any age.

In the book *How to Survive the Loss of a Love*, the authors express making it through the pain this way:

"One thing I forgot. After the pain of parting comes the happiness of healing. Rediscovering life, friends, self. Joy."

CONCLUSION

We have the opportunity to meet new people almost every day. We never know when a chance encounter will turn into something more...a friendship...a love affair. Be open to meeting new people. Lots of nice people are out there if you just give them a chance. Don't prejudge, generalize or stereotype. Allow yourself to get to know someone a little before making a decision that you do not want the encounter to continue. But once you are sure you do not want to get to know that person better—terminate the encounter and go on to someone else.

Dating trends have changed a great deal. There is much more freedom today to be yourself because of the more casual group settings. What shouldn't have changed is the courteousness and consideration of turning someone down for a date. If you should say yes, be yourself and remember you can't be everything. If you decide to go steady, be sure to set some ground rules for what you expect out of the relationship. If the relationship is going smoothly, enjoy it. When it stops, move on. When a relationship ends, it's difficult for both people, but if you both show respect and consideration for one another, it will be easier to handle. Coping with rejection will be painful at first. Follow some of the do's and don'ts in this chapter on dealing with your anger and hurt and you will get through it. Soon, you'll be ready for new adventures.

BEST COPY AVAILABLE

REVIEW QUESTIONS

1. How does an encounter begin?
2. What are some ways to get a conversation going?
3. What kinds of conversations are considered inappropriate when you meet someone for the first time?
4. How do you determine whether you want to pursue a relationship with someone you've just met?
5. What are the hazards of forming a first impression of someone within 90 seconds?
6. Explain how dating trends have changed.
7. Identify some guidelines for refusing a date.
8. Identify the stages of dating.
9. Explain some of the reasons teens choose to go steady.
10. What are some of the important things to remember when ending a relationship?
11. Identify and explain ways of dealing with rejection.

DISCUSSION QUESTIONS

1. In formulating first impressions of people, do you give others the benefit of the doubt?
2. What factors do you focus on when you meet someone for the first time?
3. What traits (physical, character, emotional) attract you to someone initially?
4. How much does physical attractiveness enter into your first impression?
5. How is physical attractiveness associated with positive or negative personality characteristics? Would you say that exceptional physical beauty is an advantage or a burden?
6. How does you own self-image affect the way you view yourself? How does it affect the way you present yourself to others?
7. What do you look for when selecting someone to date?
8 What do you do if your parents oppose your selection?
9. Do you think going steady is a good idea? Why?
10. What do you think about the statement that boys like to play the field and girls prefer to go steady? Is it true?
11. When you break up with someone, how do you handle it?
12. Do you think your partners have been inconsiderate or cruel when breaking up with you?
13. How do you handle rejection? What do you do to make yourself feel better?
14. Explain the stages we generally go though after being rejected. Have you experienced any of them?

STUDENT ACTIVITIES: DATING

Discuss some stereotypes and how they get in the way of our ability to interact well with others. How do they interfere with the life of the individual who is being stereotyped.

a. The image of the distinguished middle-aged businessman (who is actually a pickpocket).
b. The sloppy, unattractive middle-aged woman (who is actually a congresswoman).
c. The *"ignorant"* foreigner with a strong accent (who is the teacher in your next class).
d. The effeminate man (who is married, a father and also on the football team).

Think of some instances of your own in which you prejudged someone only to find out that you were wrong. Share them with the class.

What are some of the stereotypes that you have about people?

RESOURCES AND REFERENCES

Articles:

"How Not To Break Down After Breaking Up," Marilyn Hamel; Cosmopolitan Magazine, 1984.
"Don't Let That First Impression Rule Him Out," Abby Hirsch, Susan Dooley; Cosmopolitan Magazine, 1983.
"The Real Man Squeeze: Mate Selection, Mortality, And The Mating Gradient," Jean Veevers; University of Victoria, 1984.

Books:

How To Survive The Loss Of A Love; Melba Colgrove, Ph.D., Harold H. Bloomfield, M.D. and Peter McWilliams; Bantam Books, 1976.
The Teen Dating Guide, Marjabelle Young Stewart, Signet Vista, 1984.

TEACHER ACTIVITIES: DATING

1. Have students discuss how one's self-evaluation gets communicated to others by how the individual talks, treats him/herself, responds to others, and takes—or fails to take—chances. Have them give examples.

2. Have students give examples of how people's circumstances determine their perceptions of other people.

   a. The young businessman's different response to meeting an older, successful businessman at a party versus meeting a slightly successful artist.

   b. A single man's response to an attractive single woman versus an attractive married woman.

   c. A (loyally) married woman's response to an attractive, married man.

   d. A female doctor's response to a male patient versus a female patient (and the patients' responses to the physician).

3. Ask the students to describe their image of the perfect person to go out with.

4. Exercise for meeting someone new Pass out a pencil and a blank sheet of paper to each participant. Title one side of the paper, *"First Impressions."* Have the students list the types of things people know about them based on first impressions/first sight. Title the other side, *"Relationships"* and have participants list those things that might be more evident to someone with whom they were in a *"meaningful relationship."*

   Follow-up discussion questions:

   a. What are some of the main differences between the information on the *"First Impressions"* side of your paper and the *"Relationship"* side?

   b. What kinds of first impressions do people often have of you? If you had difficulty coming up with responses, how come? Do you have any idea what kinds of first impressions you generate? Does your sex, race, etc. determine some impressions for people?

   c. What determines if you allow a person into your life? How does risk-taking and trust enter into your decision? Does race and sex have some effects on who you let in? Explain.

(Adopted from "Coming of Age" filmscript.)

5. Is today's generation really much different than that of the 60's? As a way of partially answering such questions, we shall look at dating practices in the 1960's. For this mini-project, interview one or both of your parents—OR anyone who is between 45 and 55 years old who is or has been married. Obtain as precise and specific answers as possible to the questions below.

   1. How did your subject meet the person he or she eventually married? (At a dance? On a blind date through friends? Did they meet at school or at work? In bars or taverns?)
   2. At what age did they meet?
   3. Who typically initiated dates—he or she? Who paid?
   4. How did they prepare for their dates? Were their preparations extensive or minimal? Did they get dressed up or go casual? If casual, as casual as today?
   5. Were they chaperoned in any way? (If so—who served as chaperone—a little brother, a grandmother?)
   6. How important were automobiles to their dating?
   7. What did they do on dates? (Note whether they did things alone or with other couples.)
   8. What was their engagement like? Was it formally announced in the newspapers? Was a party given to celebrate the engagement?
   9. Did he ask her father for permission to marry? Were both sets of parents informed before the wedding?
   10. How long did they date before they were married? At what ages were they married?
   11. What was the wedding like? Was there a civil or a religious ceremony? Was there a reception afterwards? If so, how elaborate was it—how many guests were there and what sorts of food and beverages were served?
   12. Did they go on a honeymoon? If so, where and for how long?

   In your write up your project, briefly report the answers to the above questions; summarize the information you have obtained by answering the following questions: (1) In what ways were your subject's experiences *similar* to your own? (2) In what ways did your subject's experiences *differ* from your own? (3) Were you surprised with the similarities and differences you found? Why or why not?

6. TEACHING OBJECTIVE: To accentuate how much of our dating behavior is patterned along sex role lines.

   Select students or get volunteers to participate in two role-playing sequences. Have one *"couple"* remain in the room with the other outside until it is their turn to perform. Ask couple #1 to role play a man asking a woman for a date in a college setting. The first time, have him/her accept and then have him or her refuse. Have them initially refuse *"nicely"* and then do so in an inconsiderate and nasty way. For couple #2, assign either the male or the female to *"break up"* with the other. The exercise is also effective if the role players play someone of the opposite gender. This may help them better understand the other person's feelings.

SINGLE LIFE

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify the different segments of the population that make up the singles world today.
- Identify and explain reasons that people are temporarily or permanently single.
- Explain society's attitude toward single people.
- Identify and explain the advantages and disadvantages of being single.
- Explain the difference between being alone and loneliness.
- Identify ways to avoid loneliness.
- Understand the importance of being your own best friend.

SINGLE LIFE

SINGLEHOOD

Sociologists define *"single"* as the condition of a person who is not married or, more precisely, of a person who has never been involved in a legally constituted union of man and woman. Today we commonly think of anyone who is not presently married as single, which includes never married, separated or divorced and widowed people. With over 50 million single people in the United States, that segment of the population is considered a strong force affecting buying power and living conditions. It has actually created a new lifestyle that hardly existed before the 60's.

The U.S. Census Bureau showed that in 1988 there were 17.4 million women and 21.5 million men over 18 who had never been married. Additionally, it reported 4 million divorced and 13.5 million widowed men and women. As of 1989, there were almost as many single-headed households as two-partner homes.

Singlehood is a relatively new phenomenon. It is only recently that professionals are recognizing it as a healthy, viable alternative to marriage. Because there has always been a philosophic and scientific belief that all humans are predisposed to create a pair bond, many psychiatrists who treated separated or divorced people diagnosed them as neurotic or pathologic individuals. In other words, they believed healthy, mature people should be able to make and keep commitments and if you couldn't, something was definitely wrong with you.

A report done in 1970 by what was then the Department of Health, Education and Welfare disproved this belief to some degree. The result of the study, *"Selected Symptoms of Psychological Distress,"* revealed that married women scored higher than single women in areas such as depression, anxiety, phobic and neurotic tendencies. What has been revealed in many studies today is that single women and married men seem to have greater life satisfaction and enjoyment than married women and single men.

Surveys are only that—surveys; still, they do reveal significant information about people and their feelings. The fact is there are miserably unhappy married people and equally unhappy singles, just as there are happily married people and singles who are totally content with their status. Singles, as a group, have very different characteristics and features than married people. Their social and economic issues are worlds apart. Singles worry about getting dates, rejection, who pays, and what to do about their sexuality—not who's going to do which chore around the house or who should discipline the children.

Individually, singles are as different from each other as any other group, depending on their age, income, place of residence, prior marital status, and even sexual preference. Single people can be heterosexual, homosexual or even celibate. They may have many relationships, one committed one or possibly a relationship with God, such as nuns and priests do. Singlehood for some is choice and for others it's chance.

REASONS FOR SINGLEHOOD

Marriage is still considered the more acceptable lifestyle. Ninety-six percent of all Americans will marry at some time in their lives, but since 1970, there has been a 60 percent increase in the number of persons living alone. The reasons for the increase in the single population today are numerous. Many people are choosing to marry later than was generally the custom, giving them a longer period of singlehood.

Today, many women want to finish their education and pursue careers. They want to be established professionally before entering into the responsible and often demanding role of wife or parent. Before the women's movement, many women never thought about careers. If they worked at all, it was out of necessity. Their accepted roles were wives and mothers—and the sooner the better.

With the more relaxed attitude about premarital or nonmarital sex, men and women aren't feeling pressured into marrying just to have a steady sex partner. Also, many young people recognize the importance of exploring the self and developing their potential before committing to another human being. They understand that knowing their own needs, desires, beliefs, values and goals will help them to be better partners in a relationship and will also help them select the right kind of person to marry, if they should at a later date choose marriage.

Another reason for later marriages is that, today, men and women want personal freedom and prefer to establish their own identities apart from that of their parents and families before making any commitments. They want to experience transitional living arrangements rather than go from their parents' homes directly into another situation, which calls for responsibility and concern for another. They also realize that the more they learn to depend on themselves and to act independently of another, the more they will be able to stand on their own and maintain their own identities in a marriage situation. They know that the more they learn to do for themselves, the less they will have unrealistic expectations of someone else. They want to first indulge themselves awhile and enjoy their own company.

Men and women are both aware of the benefits and pleasures of meeting new people and dating different partners before choosing one with whom to establish an intimate relationship. With the rising divorce rate, men and women are becoming more and more concerned with selecting the right partner. They understand that by having a number of varied experiences, they will be better able to recognize the qualities and traits they are looking for in a person.

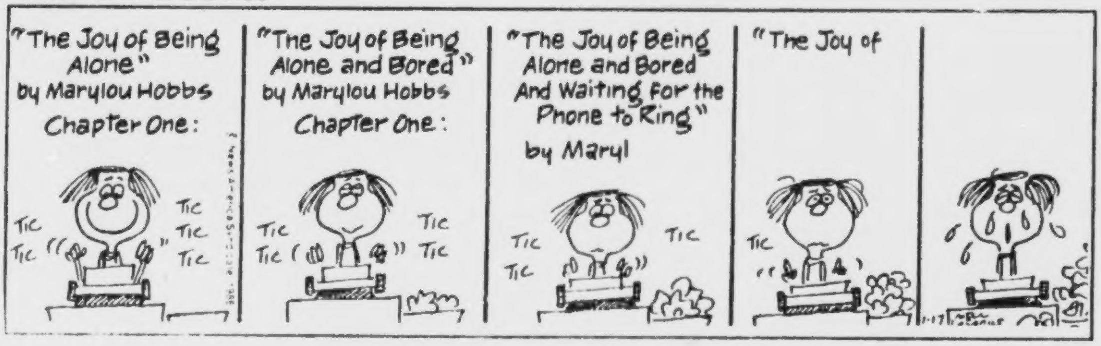
The divorce rate has also influenced many decisions to marry later or to not marry at all. Unfortunately, many who have watched their parents' marriages disintegrate or have had unsuccessful marriages themselves are very reluctant to think about getting married or remarried.

The above reasons reflect positive and constructive reasons people choose to marry late or remain single, but there also are those who stay single out of fear or lack of confidence and been hurt by a divorce or rejected by someone they loved are too fearful of trusting or failing again. Those who grew up in homes in which they had too much responsibility for caring for their home or siblings may see marriage as a chore. They seek to be free of all responsibilities to compensate for the years they felt overburdened. Many women are reluctant to enter marriage for fear they will lose their identities as their mothers did. They don't want to be told what to do or to lose control over their own lives. They don't believe a man will treat them with respect and as an equal partner. And rather than be in anything short of a totally equal relationship, they choose to remain alone.

SOCIETY'S ATTITUDE

Society does still look at marriage as the preferred model and attaches more status to it. Singles are held back in many ways. It is difficult for a single woman to establish credit or get a loan from a bank. Single women, more often than men, are seated in a corner or back table when eating alone, suggesting that they should feel shame or embarrassment for being alone. Hotels charge more for a single room than a double and our government gives tax breaks for married, but not single, people. Single men often find it difficult to get managerial or executive positions because of their marital status. Many employees look upon single men as unstable, unreliable or irresponsible. A recent study showed that only 2 percent of senior management positions are filled by single men.

MOMMA MELL LAZARUS


"The Joy of Being Alone" by Marylou Hobbs
Chapter One:
Tic Tic Tic Tic Tic
"The Joy of Being Alone and Bored" by Marylou Hobbs
Chapter One:
Tic Tic Tic Tic
"The Joy of Being Alone and Bored And Waiting for the Phone to Ring" by Maryl
Tic Tic Tic
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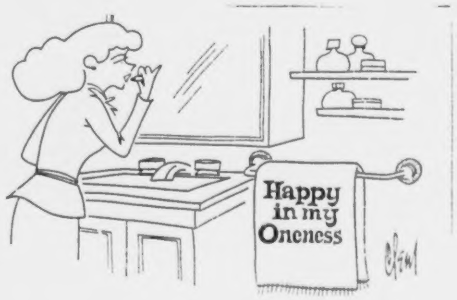
Older women who are unmarried sometimes are called spinsters or old maids and are often thought of as odd or even deviant. Men are often suspected of being gay if they have not been married by 35 or 40. And places where couples had been invited and welcomed suddenly become off limits to people who find themselves single because of death of a spouse, divorce or separation.

Many parents are often disappointed if their children don't marry. They feel as if they haven't done a good job as parents. They are particularly concerned about their daughter's single status. (*What if people think that no one wanted to marry her!*) Many don't believe that being single is a valid way to live, especially if they have a traditional marriage themselves.

Society, or specifically the media, often portray singles as wild swingers, with different sex partners every night, running off for wild weekends or hanging out at bars with loads of partners to pick from. The other image that's particularly directed at women is that if they're single, they must be lonely and desperate or maybe even a loser. Most often, society sees singlehood as a preparation period before marriage, or a holding pattern before launching into a second marriage—not as a lifestyle of its own.

Because of that attitude, some singles do feel embarrassed or ashamed of their status, which may become a self-fulfilling prophecy. If they do desire to marry, the negative feelings they have based on their status may be projected and most likely no one will be responsive to them. Author Joyce Winslow hopes that we can one day live in a society...*"in which living alone is not seen as a booby prize for failing at marriage nor as an extended state of bereavement for the loss of acceptable social identity."*



Today, well-adjusted, happy and successful men and women are finding single life a viable choice. Not for neurotic reasons or because they have failed in a prior relationship, but simply because they like the lifestyle. Not everyone is cut out to be a marriage partner or a parent. To some people, single life does represent a certain air of adventure and freedom. They like having the ability to do what they want when they want and even the solitude—the time to be alone—to think about the day's events without distraction.

Singlehood, even to those who choose it, is not all glamour and fun. As with any lifestyle, it has its share of problems. Casual relationships and numerous partners bring with them the problems related to nonmarital sexuality. Worrying about sexually-transmitted diseases such as herpes or Aids, which at this point have no cure, and knowing when and how to use birth control methods to prevent unwanted pregnancy are serious concerns for singles.

Unfortunately, the number of never-married mothers tripled in the 70's. In 1980, 18.4 percent of babies were born to unwed mothers. For some ethnic groups, having a child is not tied to marriage. In 1981, a survey conducted by pollster, Daniel Yankelovitch, revealed that one-half of those surveyed thought it was okay to have a child without marriage.

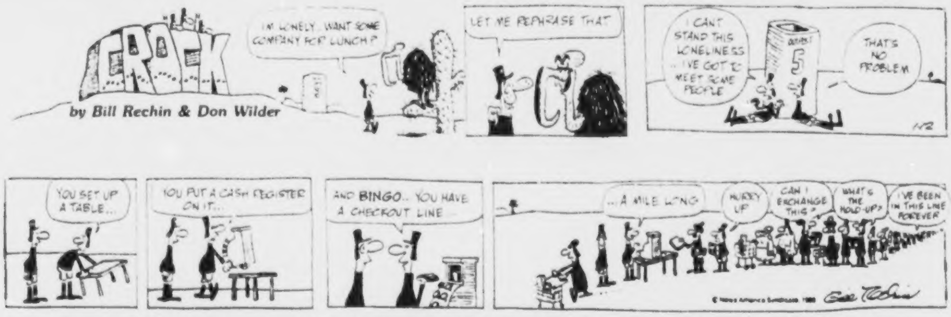
A new trend also has begun among women who chose to pursue careers before marriage or parenting. Some of these career women of 35 and over are finding themselves without partners and the time clock running out on their child-bearing years. Some are choosing to have a child, regardless of marital status.

Here are the views of a 29-year-old teacher from Brooklyn, NY who is struggling with that kind of decision. *"If you'd asked me about being single four years ago, I would have said it was the greatest thing in the world. I still think it's great for a lot of people, especially in contrast to immature marriages. But quite frankly, I want to get married now. I want children, and I'm middle class enough to think I'd never have one while I wasn't married. Also, I love my work and I don't* *see how you could manage a child and a job without a mate to help you. I can be alone, often I want to be alone, but I don't want to stay alone for the rest of my life. I'm not desperate to get married, but marriage is the big, tantalizing unanswered question in my life."*

Being a never-married mother has its share of problems. Being a single parent without the emotional or financial support of the child's father can be a drain on a single mother and can keep her from career and financial success. It may also hinder romantic pursuits—besides putting the child's future in jeopardy.

Another difficulty for singles who are not in a committed relationship is the lack of opportunity to experience the closeness and intimacy that humans seem to need. Though married people are often envious of singles because they believe that they're having a flurry of wild sexual encounters, the reality is that they often have few sexual partners or experiences, particularly singles who have never been married. Most single men and women are just as desirous of intimacy as married couples and the void sometimes propels them to engage in casual sexual encounters. The fantasy about swinging singles and their numerous one-night stands may simply be the single person attempting to find affection, warmth and closeness.

LONELINESS


CROCK
by Bill Rechin & Don Wilder
I'M LONELY. WANT SOME COMPANY FOR LUNCH?
LET ME REPHRASE THAT
I CAN'T STAND THIS LONELINESS ... I'VE GOT TO MEET SOME PEOPLE
5
THAT'S NO PROBLEM
YOU SET UP A TABLE...
YOU PUT A CASH REGISTER ON IT...
AND BINGO... YOU HAVE A CHECKOUT LINE
...A MILE LONG
HURRY UP
CAN I EXCHANGE THIS?
WHAT'S THE HOLD-UP?
I'VE BEEN IN THIS LINE FOREVER

Reprinted with permission of Bill Rechin & Don Wilder; North American Syndicate

One of the major problems facing singles is loneliness. Evidence from studies indicates that loneliness can increase the risk of death. Dr. James Lynch of the University of Maryland School of Medicine said, *"Loneliness and alienation are killers...despair and heartbreak can be a leading cause of premature death."*

Leonard Syme of the American Heart Association did a study that revealed that people cut off from society or without mates or friends have a death rate twice as high as people connected somehow to others. It is not uncommon for a person to die within a year after the spouse's death, particularly if they were married for a long time. And though his study showed that the social contacts don't have to be satisfactory to increase lifespan, being around abusive or negative people can reinforce low self-esteem and contribute to feelings of loneliness. Many people stay in relationships that aren't productive or fulfilling to avoid loneliness and end up feeling even more alone.

Three UCLA psychologists have developed the following loneliness scale. How would you answer these questions?

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LONELINESS SCALE

For the following questions, circle the choice that best illustrates how often each of the statements applies to you.

O = "I often feel this way."
S = "I sometimes feel this way."
R = "I rarely feel this way."
N = "I never feel this way."

1.	I am unhappy doing so many things alone.	O	S	R	N
2.	I have nobody to talk to.	O	S	R	N
3.	I cannot tolerate being so alone.	O	S	R	N
4.	I lack companionship.	O	S	R	N
5.	I feel as if nobody really understands me.	O	S	R	N
6.	I find myself waiting for people to call or write.	O	S	R	N
7.	There is no one I can turn to.	O	S	R	N
8.	I am no longer close to anyone.	O	S	R	N
9.	My interests and ideas are not shared by those around me.	O	S	R	N
10.	I feel left out.	O	S	R	N
11.	I feel completely alone.	O	S	R	N
12.	I am unable to reach out and communicate with those around me.	O	S	R	N
13.	My social relationships are superficial.	O	S	R	N
14.	I feel starved for company.	O	S	R	N
15.	No one really knows me well.	O	S	R	N
16.	I feel isolated from others.	O	S	R	N
17.	I am unhappy being so withdrawn.	O	S	R	N
18.	It is difficult for me to make friends.	O	S	R	N
19.	I feel shut out and excluded by others.	O	S	R	N
20.	People are around me but not with me.	O	S	R	N

ALONE VS. LONELINESS

Loneliness is only a state of mind, being **alone** is the physical state. Being alone and loneliness are not the same. The causes of loneliness vary, but generally if one's self-esteem is low, the feeling of being connected to others is reduced. Here again is an instance in which lack of self-esteem can produce a self-fulfilling prophecy. If you feel you don't belong or fit in or you think people don't want to be with you, you'll avoid being with people and not take advantage of opportunities to meet new people. The result...loneliness.

> **"Only when one is connected to one's own core is one connected to others."**
>
> **-Anne Morrow Lindburgh**

There are many negative feelings produced by the feeling of loneliness. In the article, *"Joys of Sweet Solitude,"* Annie Roiphe expresses this apprehension:

"I feel so alone, as if I'm going to eat plain yogurt in front of a black-and-white TV for the

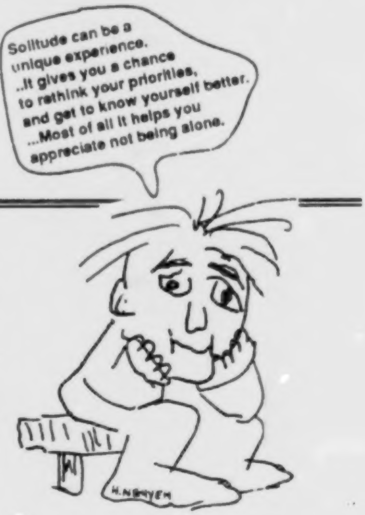
rest of my life. How am I going to meet new people? Am I going to feel so empty, so boring, forever? It seems as if each hour is four days long. I've washed my hair, repotted my plants, read a book, had a drink, and I'm still scared, really scared, that this loneliness is a permanent condition. I'd better get used to it but I know I won't, I can't. I think of all the couples together waiting in line for a movie, all the friends in restaurants, clinking glasses. I feel like a freak. I feel—I know it's ridiculous—that I'm the most alone person in this city of ten million. Self-pity, I know. I hate self-pity. I hate sinking into myself. This is disgusting, but I can't help it. Now, on top of the ache of being alone, I'm afraid I don't have the strength to do anything about it."

People who are alone and are feeling lonely think that everyone is looking at them and pitying them. Some are so totally overcome by the fear that they can't survive that it attacks their strength and confidence. Loneliness can be so debilitating that it can affect mental and physical health. Often it causes people to over-indulge in alcohol, drugs or food, which can result in depression. Loneliness can even be linked to suicide, which may explain why the suicide rate is higher for single people.

All of us feel lonely from time to time. No one is immune. You can feel just as lonely in a crowded room or with your partner by your side, as you can when you really are alone. It is possible that we've just never been taught anything about being alone. Everything we do as children encourages us to be with others—to share our toys—to go out and play with the other kids—not to sit in our room alone. Girls are taught about Prince Charming, who will whisk them off to care for them and their children. And boys are conditioned to follow a certain pattern of development—college or a job first, then marriage and a family. Nowhere are we really taught that it's okay to be alone—to be by ourselves.

Society doesn't really find solitude acceptable. People who are loners are called *"snobs," "hermits"* or maybe even strange. But in reality, we spend a good portion of our lives alone. For some it will be by choice. Others, however, just may never find a suitable partner with whom to create a lasting relationship. Singlehood may not be just a stage or an interval to endure until such time that one decides to marry. It may not be a permanent stage, but it also may be more than temporary.

> **"The world today does not understand, in either men or women,the need to be alone."**
> **-Anne Morrow Lindburgh**


Solitude can be a unique experience. ..It gives you a chance to rethink your priorities, and get to know yourself better. ...Most of all it helps you appreciate not being alone.
H.NGHYEN

COPING WITH LONELINESS

The ability to be alone and not be lonely is essential. You are born alone—find meaning to your lives alone—and die alone. Another person can only be a portion of your life. This means that all of you have to learn to depend and rely on your own inner resources. You have to be your own best friend and learn to enjoy your own company. It helps to view solitude as an opportunity to do things that are difficult to do when you're not alone. An artist needs solitude to create; a writer to work out his thoughts; a musician to compose.

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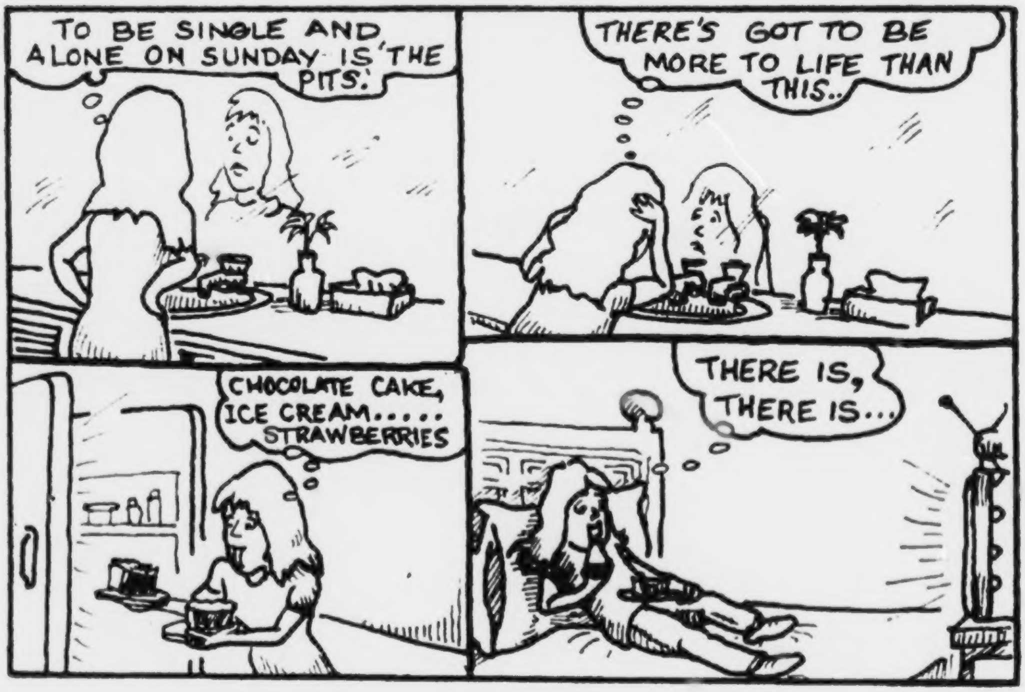
JOYS OF SWEET SOLITUDE

> **"When one is a stranger to oneself then one is estranged from others too. If one is out of touch with oneself then one cannot touch others."**
> **- Anne Morrow Lindburgh**

What can you do to enjoy that time in life, whether it is temporary or permanent, by choice or imposed on you? Plenty! All of you will probably spend some time as a single adult, unless you marry during or soon after high school. So you may as well choose to enjoy that time and find ways to enjoy your single life and avoid feelings of loneliness. Here are some suggestions:

- **Fill your life with meaningful people, meaningful work and meaningful experiences.**
- **Try not to spend holidays alone.** Holidays can be lonely times, if you're by yourself. Call a friend or relative and invite yourself over or ask them to join you.


TO BE SINGLE AND ALONE ON SUNDAY IS 'THE PITS.'
THERE'S GOT TO BE MORE TO LIFE THAN THIS..
CHOCOLATE CAKE, ICE CREAM..... STRAWBERRIES
THERE IS, THERE IS...

- **Get a roommate.** You don't have to live alone. Move into a group house, if you like being around a lot of people and don't need privacy.
- **Be active in social organizations or church groups.**
- **Do volunteer work and help others who are less fortunate, shut-in or disabled.**
- **Take classes that will not only give you the opportunity to meet new people and make new friends, but will also enrich your mind.**

- **Consider buying a pet, if your lease will permit.** A dog or even a bird can be great company.
- **Read all the wonderful books that are available.** Learn about customs, and cultures of far away places and people or drift off into the world of make-believe.
- **Be open to new experiences that can expand your views and feelings about yourself and the world in which you live.**
- **Don't miss out on a special event that you've been dying to go to just because you don't have someone to accompany you.** If a friend can't join you, GO ALONE. You may feel at first that everybody is staring at you because you're alone. But they're not. Even if they were—so what. At least you got to see the show that you've been saving for over the past three months.
- **Build a social support system or a network of friends that care for you and support you in your endeavors**. Don't be afraid of calling them when you feel down or lonely. People with good friends to turn to rarely feel lonely for very long. That doesn't mean you have to accept every invitation or continue friendships or relationships that are unfulfilling. Remember that being with someone just to be out, particularly if you don't really care for their company, can be as lonely an experience as staying home alone. You might just enjoy your own company more.
- **Be your own best friend and learn to simply enjoy your solitude and all the benefits that go with it.**

> **"Loneliness is not necessarily inimical to companionship, for no one is more sensitive to companionship than the lonely man."**
>
> **-Carl Jung**

CONCLUSION

You must never hide away, feeling ashamed of your single status. Don't consider this stage just a phase that you're passing through until that right person comes along. If you find yourself single—whether by choice or chance, temporary or permanent—think of it as your whole life and live it fully. Remember that you're a unique person. With or without a partner, you are still a person of worth. Celebrate your singlehood.

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REVIEW QUESTIONS

1. Describe the different segments of the population that make up singlehood.
2. Identify some of the reasons so many are single today.
3. Explain how society responds to single people.
4. Identify some of the effects of loneliness.
5. Explain how loneliness is different than being alone.
6. Identify some ways to cope with loneliness.

DISCUSSION QUESTIONS

1. What can you do when you're feeling lonely?
2. Do you think people over 30 should be embarrassed if they're not married?
3. How do you think you will feel, if you aren't married by 30, but would like to be?
4. How can singlehood be a positive time in your life?
5. What can you do alone that you can't do otherwise?
6. Why do you think people are waiting longer to get married?
7. What do you do when you're feeling lonely?

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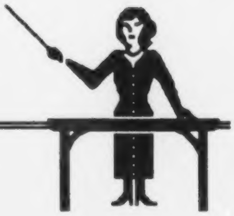


TEACHERS ACTIVITIES: SINGLE LIFE

I. Ask students to go some place they would not ordinarily go alone: the movies, shopping (girls rarely shop alone), out to eat, etc. (Obviously, you won't ask them to go any place they would be afraid to go alone). Have them report to the class what the experience was like, answering these questions:

   a. How did you feel about being alone?
   b. Did you feel as if everyone was staring?
   c. Were you embarrassed or self-conscious?
   d. Would you do it again?

2. Have students interview a single person they know. They can either interview a never-married person over 25 or a divorced or separated person. Have them ask the following questions and report their findings to the class.

   Never Married:
   a. Are they single by choice or chance?
   b. How do they feel about being single?
   c. Would they rather be married or single?
   d. Are they embarrassed because they are single and never married?
   e. Do they go out socially alone? If so, where do they go alone?
   f. Do they ever get lonely? How do they cope with loneliness?

   Divorced or Separated
   a. Which lifestyle do they prefer, single or married?
   b. Are they ever embarrassed because they are a divorced (separated) single person?
   c. Do they go out socially alone? If so, where do they go?
   d. Do they ever get lonely? How do they cope with loneliness?

3. Have students ask their parents the following questions and report their responses to class.
   a. What age do they think their son/daughter should be to live away from home. With a roommate? Alone? Would it be different if their child were the opposite sex?
   b. At what age do they think you should get married? Would their answer be different if you were the opposite sex?
   c. How would they feel, if you chose to remain single?
   d. How do they respond to someone over 30 who is single? What kinds of thoughts might they have. For example: Would they think the person is gay?

4. **SELF-IMPOSED ISOLATION**
   Have all the students in the class stop all forms of communication for just one weekend--no television, no phone calls, no talking, no going out, no letter writing, no sign language. Have students report on their feelings and on whether they were able to stick it out for the whole two days.

5. **WHAT MAKES ME LONELY?**
Have students list the times, environments, and emotions that make them feel most lonely. Discuss ways of handling these times, places and emotions. Are such feelings sometimes beneficial?

6. **LONELINESS AND OLD AGE**
Have students visit a home for the elderly, discuss the concept of loneliness with the residents, and report back to the class. Ask them to befriend someone they think is lonely and report the experience to the class.

7. **ALONE VERSUS LONELY**
Suggest that students go off by themselves to camp, walk in the woods, sit by a stream. Was this time alone enjoyable? What is the difference between alone and lonely?

8. **FINISH THE SENTENCE**
Have students finish these sentences:

I feel lonely when ...
When I am alone I...
When I feel lonely I...
Being single means to me...
If I'm still single when I'm 25, I'll feel...
I won't go alone to...
I would go alone to ...

Source: (Activities 4,5,6, and 7 were adapted from Turn Ons! 185 Strategies for the Secondary Classroom, by Stephen K. Smuin.)

SELECTING A PARTNER

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain what determines compatibility.
- Identify and explain factors in choosing a partner.
- Identify desired traits in a partner.
- Explain how differences and similarities effect mate selection.
- Identify those people who would not make appropriate partners.
- Understand the significance of selecting the appropriate partner.

SELECTING A PARTNER

What happens when we reach the time and age when we feel that we are ready and desirous of making a serious commitment, one that will ultimately lead to marriage? The selection of a mate is probably one of the most important decisions you will ever make. That person will hopefully be your partner through thick and thin. He or she will be your lover, friend and the father or mother of your children, if you choose to have them. Unlike many other societies in which parents select a marriage partner for their child, we have the right to choose for ourselves. Knowing whether you are choosing the RIGHT partner is difficult.

IS BUYING A CAR LIKE SELECTING A MATE?

Some people spend more time and energy buying a car than they do selecting a mate with whom they expect to spend a lifetime. The following is an excerpt from a pamphlet entitled, *"How to Buy the Best Economy Car in the World for You."* Read it once; then reread it, this time wherever the word *"car"* is used, replace it with the word *"partner."*

> *"....we know that there is no magic way to select a* ***car.*** *But there are two things that do work: patience and common sense. If you're willing to spend a little time looking for a* ***car,*** *we'll show you a system that puts your common sense to work....we don't think you should immediately try to zero in on the* ***car*** *that you think is the best. This confuses the decision-making process and puts you under too much pressure. Instead, we want you to use a step-by-step process of elimination to weed out those* ***cars*** *that aren't right for you—to narrow down your choice to those* ***cars*** *you can live with—and only then select the one that's best for you.*
>
> *"...Then use your own judgment in deciding which things you like, which things are important to you, and finally which* ***car*** *is the one for you....Remember, you're in the driver's seat...So look around, take all the time you need, and—most importantly—learn to trust your own judgment."*

The pamphlet goes on to suggest what to look for when making selection:

- Determine the availability of essential equipment....
- Judge the styling of various models...
- Get a general idea of the options you want...
- See if there are any features that really appeal to you...If something you like isn't there, don't assume it's not available.

The pamphlet has twenty-one pages to guide you in your selection of a car—all this guidance to buy something you might keep for three or four years. Doesn't that tell us something about the way we select our mates...our lifetime partners?

COMPATIBILITY

Choosing a marriage partner is very different than deciding who we want to date. Though we may look for some of the same qualities, we need to look long and hard at the person with whom we intend to spend day in and day out. Couples who are compatible during dating could find themselves totally incompatible after marriage.

PSYCHIATRY

THE ONLY THING COMPATIBLE ABOUT US IS WE LOVE TO EAT.

COMPATIBILITY TEST

Here's a test to help you find out how compatible you and your partner are. If you're not in a relationship now, put it away and take the test at a time when you are. Using this scale, mark the following items with the appropriate number:

Very different - 1
Mildly different - 2
Somewhat alike - 3
Much alike - 4

__ Personal standards of right and wrong
__ Ideals regarding home and family
__ Desire for and feelings toward children
__ Educational background and interests
__ Intelligence
__ Religious interests and preferences
__ Vocational preferences and attitudes
__ Ambition for money and social standing
__ Spending and saving habits
__ Relative emphasis on home and outside activities
__ Cultural tastes: art, music, drama, books, etc.
__ Personal habits: eating, sleeping, smoking, etc.
__ Circle of friends
__ Recreational and social interests
__ Temperament and mood
__ Punctuality
__ Neatness
__ Attitudes toward parents of both
__ Tendency to be critical
__ Tendency to praise and reassure
__ Affection and tenderness

WE WERE MADE FOR EACH OTHER...

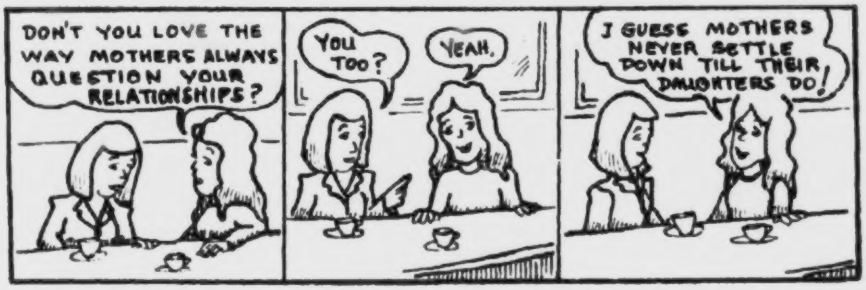
REASONS FOR MARRIAGE

Surveys reveal that the majority of women and men marry for love. Certainly love should be a key factor, but only if the love is based on realistic expectations and a deep understanding and acceptance of one another. Marriage partners should be compatible in temperament, needs and values. Too often, our perceptions of our mate's characteristics aren't accurate assessments of actual traits and behaviors. The spark of physical attraction between two people—which we call romantic love—can be unpredictable and unexplainable, but to allow that spark to carry you into marriage without exploring the real potential can and often does lead to disaster.

We marry for many different reasons. Aside from love and companionship, people often marry to:

1) have a compatible sex partner
2) escape from loneliness
3) have financial security
4) get away from a bad home life or strict parental constraint

Peer pressure can push people into a marriage for which they are not prepared or are ill-suited. Sometimes, parents put pressure on their children, particularly if they perceive that they're getting past an *"acceptable"* marriage age.


DON'T YOU LOVE THE WAY MOTHERS ALWAYS QUESTION YOUR RELATIONSHIPS?
YOU TOO?
YEAH.
I GUESS MOTHERS NEVER SETTLE DOWN TILL THEIR DAUGHTERS DO!

In the 50's and 60's, many young girls felt that their only role was that of wife and mother. If they went to college at all, the only degree they were seeking was a **MRS.** The pressure to marry was great, so many girls married just for the sake of being married. Many of these women are divorced, displaced homemakers now.

Today unfortunately, many unmarried women become pregnant and then feel they have to select the father of the child as a marriage partner. (Twenty-five percent of women who marry are pregnant.) Compatibility, love and mutual desire to marry may, in fact, have little to do with their selection. The chances of these marriages working out are unlikely. If you should ever find yourself in that position, hopefully you will realize that you don't have to select that person to be your marriage partner. There are other alternatives. In the past, *"shot gun"* weddings essentially forced the male to marry the pregnant girl. Today there are alternatives. Of course, the best alternative is not getting pregnant. There's just no reason for a girl to get pregnant these days.

FACTORS IN CHOOSING A PARTNER

Many influencing factors lead us to a particular partner. Some are conscious and others may be underlying. Similarities in religion, ethnic or family background, values, and beliefs all may influence our selection process. People often subconsciously seek a person similar to the image of their mother or father, especially if it is a positive image. The old song *"I Want A Girl, Just Like The Girl That Married Dear Old Dad"* could be an example of this. Conversely, if we have a negative image of a parent, we may seek someone completely opposite of that parent.

Families may influence your choices by putting strong pressure on you to marry someone of *"your own kind."* Past generations were greatly concerned about family heritage and bloodlines. We tend to be attracted to people who are similar in age, religion, race, social class and level of education, but today there is more and more intermarriage in spite of parental objections.

Certain laws and circumstances rule out potential partners. There are laws that forbid sex or marriage between particular relatives. States have different laws on the age one can marry without parental consent. **Studies have reinforced the widely held concept that the younger the marrying age, the more likely the marriage is to end in divorce.** Today, the average marrying age is 25.2 for men and 22.5 for women.

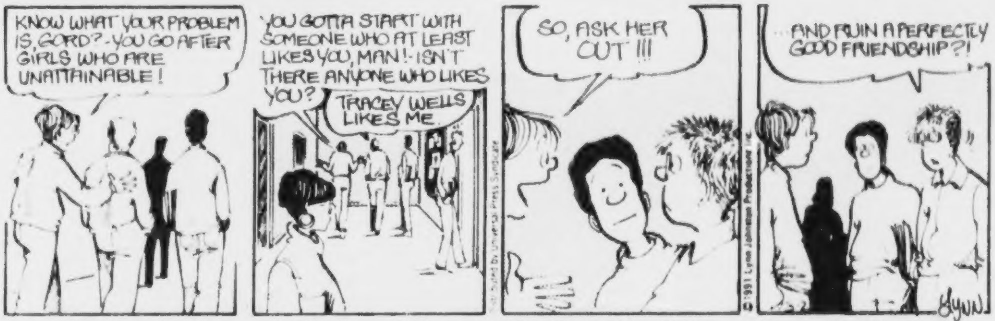
ELIGIBILITY OF PARTNERS

Obviously, one of the main determinants of mate selection is the availability of eligible partners and your ability to meet them. That automatically rules out a wealth of potential partners because of all the people that you just will never have the opportunity to meet. That's why men often marry *"the girl next door."* You tend to marry those people with whom you come in close contact. The more you expose yourself to new people, the greater your options. It is important to keep those options open and to not limit your pool of eligibles. There are many ways to meet new people. There are social activities for singles in every city. You can enroll in classes, participate in co-ed sports activities, join organizations or hobby clubs. You can be sure of one thing: you will not meet anyone by sitting home.

Can you see how eligibility and availability affect mate selection? As much as you dream of finding a partner, the possibility exists that you may not find that special person. Of course, you may choose not to, but the eligibility and availability factors also lessen your chances. For example, it seems difficult for middle-class professional black women to find suitable and eligible black male partners. Because discriminatory hiring practices still persist in our society, the pool of black professional males is extremely limited. And we know the male/female ratio consistently reveals that there are more women than men. It is clear, then, that many factors influence whether you will find or choose to select a marriage partner.

DESIRED TRAITS OF A PARTNER

For Better or For Worse


KNOW WHAT YOUR PROBLEM IS, GORD? - YOU GO AFTER GIRLS WHO ARE UNATTAINABLE!
YOU GOTTA START WITH SOMEONE WHO AT LEAST LIKES YOU, MAN! - ISN'T THERE ANYONE WHO LIKES YOU?
TRACEY WELLS LIKES ME.
SO, ASK HER OUT!!!
...AND RUIN A PERFECTLY GOOD FRIENDSHIP?!
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LYNN

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What should you look for in a partner? Personality seems to be the most important factor for both men and women. Men still tend to look for sexual attractiveness and physical beauty more than women. Obviously, everyone has different ideals and expectations based on prior experiences and childhood memories. Sometimes you are attracted to someone who offers you something you liked in your childhood or who reminds you of someone you liked or had a special relationship with as a child.

> *Gina came from a large family and always enjoyed a close-knit family life. Now her family is spread out across the country and they only see each other occasionally. She meets Harris and discovers he has seven sisters and brothers, all living in the area. They're very close and spend a great deal of time together. The opportunity to be a part of a large, close family again strongly attracts her and pushes her into a more serious relationship with Harris.*

Others may be attracted to a person who offers an escape from their own life or who is very different from themselves in the belief that the potential partner will compensate for characteristics they lack. If you are weak, you may seek out a powerful person; if you are shy, you might be attracted to someone very social. It is very important to have some specific ideas of what you want in a marriage partner. And those ideas should be as realistic as possible. Knowing what qualities are important to you is essential to the selection process. Deciding what character traits to look for will aid you in your search.

We actually shop for new clothes or a new car with more planning and specification than we do for a marriage partner. So suppose you develop a shopping list, just as you would if you were going on a shopping spree.

SHOPPING LIST OF TRAITS

As homework, write down on a sheet of paper **all** the characteristics, traits, qualities and interests you think you'd like your ***IDEAL*** partner to have. We know that the perfect mate doesn't exist—so just fantasize. Jot down every possible thing you can think of, even if you think it's ridiculous. Pay attention to such areas as: *1) physical appearance; 2) personality traits; 3) economic potential or worth; 4) attitudes, beliefs, values; 5) social status; 6) special interests; and 7) educational or intellectual level.* Let your imagination run wild. If you should come up with any new ideas later, add them on. In class, divide a different sheet of paper into three columns. Title the first column, *Necessities;* the second, *Reasonably Important*, and the third, *Luxuries.* In the first column, write down all the things on your shopping list that your partner **must** have for your relationship to succeed. In the second column, write all the things that you would like to have in your partner and that are reasonably important but not crucial to a successful relationship. And finally in the third column, under luxuries, put down all the items that you could live without but which would be awfully nice to have. For example:

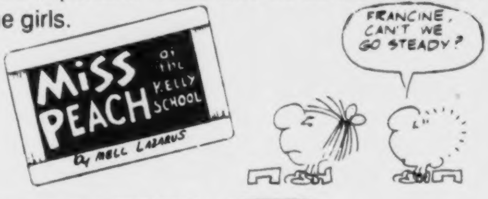
NECESSITIES	REASONABLY IMPORTANT	LUXURIES
Trustworthy	Common interests	Great body
Dependable	Similar social status	Rich
Affectionate	Similar religious views	Beautiful/Handsome

(It would be a good idea to put these lists away to read at a later date when you are really contemplating marriage. It will be interesting to see if the qualities you are looking for now change as you mature. In class, take the opportunity to share your lists out loud. The discussion may help you clarify in your mind what traits really are important. You'll also be able to observe if boys are looking for similar or different traits than the girls.

DIFFERENCES

Can opposites really be attracted to one another? In some cases they can, particularly if they are able to establish a healthy respect for each other's differences. But what if the differences are poles apart? There are some areas where compromise may not be a workable solution.

Sally is having a serious relationship with someone whom she is contemplating marrying. She has been enjoying a compatible relationship but she has not discussed any really significant issues. Finally the subject of children comes up. She has very strong feelings about wanting to have children but Max, her boyfriend, tells her emphatically that he does not want any children, for whatever the reason. Max may change his mind later in the marriage, but his feelings are so strong that it is very unlikely. Can you compromise in this situation?


MISS PEACH OF THE KELLY SCHOOL
by MELL LAZARUS
FRANCINE, CAN'T WE GO STEADY?
WE'RE VERY DIFFERENT, YOU AND I
WE ARE?
YES, IN LOTS OF WAYS WE'RE LIKE DAY AND NIGHT
WE HAVE NOTHING IN COMMON, ARTHUR
I'M INTELLIGENT, YOU'RE DUMB
I'M BEAUTIFUL, YOU'RE UGLY.
I'M WITTY YOU'RE DULL...
I'M TASTEFUL, YOU'RE A CLOD...
I'M RICH, YOU'RE POOR
BUT YOU KNOW, THE WONDER OF LIFE IS THAT IN SPITE OF THOSE DIFFERENCES, THERE'S HOPE FOR US
MELL LAZARUS

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The answer is probably NO. The partner who is desirous of children would harbor such resentment that the marriage would be doomed from the start.

Or...

George, the man Susie has been steadily dating, proposes. Neither of them has talked about role expectations prior to this occasion. George now decides it's time to talk about how they both perceive the roles of marriage partners. He comes from a traditional family background in which his mother didn't work. His father was the breadwinner and was always the dominant force. There was no equality of the sexes. He always expected to have the same role when he married. Susie's mother always worked and both her mother and father shared many of the household responsibilities, including child rearing. Susie is just about to graduate from law school and has high hopes for her career. She would like to have children, but plans to go back to work within a short time. She believes that good child care is available. She also feels that a woman who is fulfilling her potential will make a much better mother. George vehemently disagrees.

What should they do? Can this marriage work? The chances are slim, unless a mutual compromise is established with which each of them is comfortable.

SIMILARITIES

What about people who share viewpoints, interests and hobbies? It would seem that they would have a greater potential for success. But what if the similarities are not genuine? What if they were expressed just to please or impress the other partner during "courtship?"

During courtship, Isaac's partner, Sylvia, invited him on numerous camping trips. He went along because he wanted to please and impress her by having her think he really enjoyed the same hobbies. But he actually hated hiking and despised sleeping on the ground in a sleeping bag. Now they're planning their wedding and honeymoon, so Sylvia suggests an exciting honeymoon trip camping out in the mountains for two weeks. She also tells him that she has joined a hiking club that goes camping once a month. Now look what Isaac has to look forward to, all because he didn't reveal his real feelings initially.

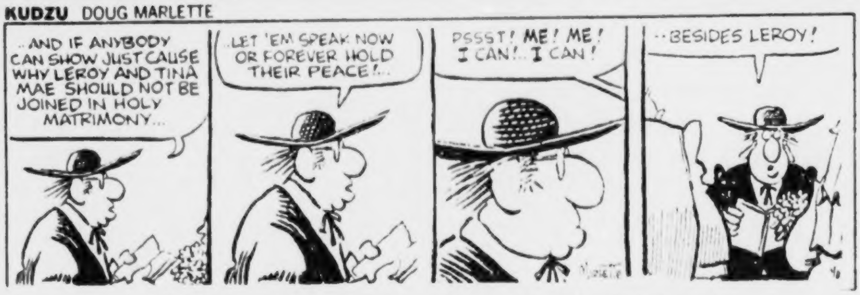
Do you think Isaac will begin to resent Sylvia and have second thoughts about his future? Will he eventually begin to resent saying and doing things that he doesn't really believe in or enjoy? You can be almost certain that he will. And Sylvia will feel misled and duped.

Do you see how being dishonest and not being yourself can lead to trouble? If one partner's needs are being gratified, it doesn't automatically mean the other partner's needs are met too. There is nothing wrong with compromise. Partners who genuinely care for one another should *occasionally* be willing to put their partners needs first. The question is, to what extent.

If you repress your own needs all the time, you'll end up being angry at yourself, but taking it out on your partner. How often do you find yourself giving in to the request or whim of another? If you answer occasionally, you're probably just a caring, considerate person. If you find that you give up your needs to meet someone else's all the time, it's more a reflection of low self-esteem than just being thoughtful.

Couples who genuinely share the same goals and enjoy the same interests do have a better chance at success and happiness. But it is important to understand that too much togetherness can also put a strain on a marriage. There will be times when you may want a little privacy or space. (We will look at the issue of space and separate identities in another chapter.) Can you think of a time when you might want to be alone or do something without your partner? Have a discussion about this.

POOR RISK PARTNERS

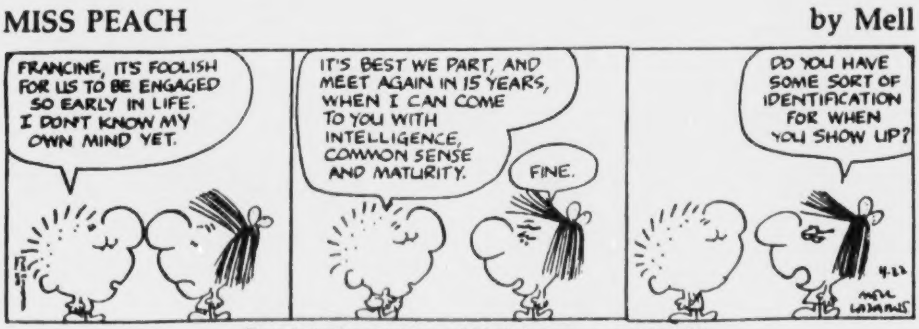

KUDZU DOUG MARLETTE
..AND IF ANYBODY CAN SHOW JUST CAUSE WHY LEROY AND TINA MAE SHOULD NOT BE JOINED IN HOLY MATRIMONY...
..LET 'EM SPEAK NOW OR FOREVER HOLD THEIR PEACE!...
PSSST! ME! ME! I CAN!..I CAN!
..BESIDES LEROY!
MARLETTE

Reprinted with permission of Doug Marlette, NY Newsday

There are a few people who generally would be a bad choice as a marriage partner, at least for the time being. They are:

- **Someone on the rebound.** When someone has just broken up or come out of a relationship, they usually are a bad risk—at least for while. They are too vulnerable. When we have been rejected or even when we have rejected someone, often our self-esteem is shaky and needs to be reinforced. Under these circumstances, the person may latch on to you, showing great affection and attention. Then when he or she starts feeling better, the person may express the wish to play the field. If you really care for him or her and genuinely believe the feelings are returned, wait. Give your partner some time to heal.
- **Someone who seems to be in love with love.** Some people just like to be in love and it's usually because their self-esteem is low. They *need* to be in a relationship and *need* to have a companion all the time. Select someone that you're sure wants you because he or she truly cares for you.
- **Someone with a history of short-term relationships.** Beware of someone who jumps from partner to partner. It is usually a sign of instability. That person may have a problem making a commitment or may have a fear of intimacy. But don't make too quick a decision or discard that partner right away. It could be that he or she just hasn't found the right person yet and it just might be you!
- **Someone who comes on too strong or too quickly.** If a person attaches him or herself too quickly, watch out! It's true that sometimes we have instant chemistry with someone we meet, but that's rare. Usually it takes a little time to know whether you've found a compatible partner.

ENGAGEMENT


MISS PEACH
by Mell
FRANCINE, IT'S FOOLISH FOR US TO BE ENGAGED SO EARLY IN LIFE. I DON'T KNOW MY OWN MIND YET.
IT'S BEST WE PART, AND MEET AGAIN IN 15 YEARS, WHEN I CAN COME TO YOU WITH INTELLIGENCE, COMMON SENSE AND MATURITY.
FINE.
DO YOU HAVE SOME SORT OF IDENTIFICATION FOR WHEN YOU SHOW UP?
4-22
MELL LAZARUS

Reprinted courtesy of Mell Lazarus © 1994 ML

If you've done a realistic job of selecting an appropriate mate, you may choose to become engaged. Traditional engagement represents the final stage in a couple's transition toward marriage. It is a ritual that symbolizes the couple's commitment and it is a public announcement of their intent to marry.

Formal engagements have become less common because more and more couples are already living together at this stage. An engagement period should probably range from a minimum of six months to no more than three years, depending on how long you've known each other prior to this time. These are not hard, fast rules because some people who are open and allow themselves to be vulnerable may get to know each other in a very short time. And others may date for years and never truly become intimate. You've seen older couples having dinner at a restaurant hardly uttering a word. They've probably never really gotten to know each other well and have difficulty finding things to talk about.

The potential problem of a long engagement is that it may reflect one partner's fear of commitment. This casts a shadow on their ability to make decisions and also their willingness to be vulnerable and open—ingredients crucial to an intimate relationship. A long engagement may also suggest that there are unresolved problem areas. And since marriage does not and will not solve problems, the decision to marry may be unwise in such cases.

Generally, if the couple has been going together for a period of time, the actual engagement does not change much in terms of the day-to-day relationship. What does change dramatically is the emotional commitment to each other. This is no longer just a person you see a couple of times a week. This is the person with whom you hope to spend the rest of your life.

An engagement period can be a turbulent and traumatic time. Feelings can range from extreme happiness to uncertainty and even to fear and negativity. It is not unusual at this time to have occasional doubts about your decision. This is the time to evaluate the relationship and make a final assessment of your future plans. If you feel certain that you want to go ahead, set the date.

CONCLUSION

This chapter was written to help you know what your needs are as well as to help you know what you are looking for in a potential partner. Before entering into a serious relationship, you should explore your compatibility; whether you share interests and common goals; whether your differences are complimentary or overwhelming, and whether your expectations for the relationship are similar.

One of the most significant factors in selecting a mate is allowing a person to be him or herself, accepting them as they are and having the same in return. Your goal is to find a person who will appreciate your talents and skills and who also is willing to accept and tolerate your faults. If you find yourself trying to reshape or remold yourself to attract or appeal to your partner, consider that a warning sign.

If your partner lacks critical qualities that you consider essential, do not expect him or her to change. People only change if they choose to and believe that change would be beneficial to them. To enter into a serious relationship hoping that the person will change or that things will be different after you get married will only lead to painful disappointment. As Billy Joel's song, "I Love You Just The Way You Are," suggests, you must be able to accept your partner just the way he or she is.

If you and your partner decide to get engaged, this is the time to begin thinking about what you both can do to prepare yourselves for a new, exciting, complex, and often difficult lifestyle. If you really want it to work, you owe it to yourselves to do everything possible to be an "enlightened" and prepared partner.

BEST COPY AVAILABLE

REVIEW QUESTIONS

1. Explain how you might determine compatability.
2. Identify some of the reasons people marry.
3. Identify and explain some factors in choosing a partner.
4. Explain what is meant by eligibility of partners?
5. Explain whether differences or similarities are beneficial to a relationship.
6. Identify some people who would be poor risks as marriage partners.
7. Identify a suitable length of time for an engagement. Explain why a long engagement could be a sign of trouble.

DISCUSSION QUESTIONS

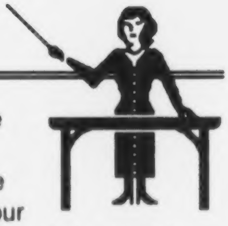
1. What kinds of places can you go to meet potential partners?
2. What kinds of activities could you participate in that might expose you to eligible partners?
3. What traits do you want in a mate?
4. What areas of similarities do you think are crucial in mate selection?
5. Do you think people who have major differences in philosophies and viewpoints should marry?
6. What situations do you think would be hard to work out?
7. Name differences you think could be worked out?
8. What differences do you think would be impossible to work out?
9. Do you think it wise to continue a serious relationship in which insurmountable differences seem apparent?
10. If you thought you were in love but recognized some major differences, would you still get married?
11. Do you think a boy and girl from different social classes could be compatible in marriage?
12. If your parents had strong objections to your mate selection, would you still marry? Do you think their opposition would affect your marriage?
13. At what point in a relationship do you think you should discuss such issues as children, role and marital expectations?
14. Do you believe marriage can solve problems? Explain your answer.
15. What do you now think about the statement "opposites attract?"
16. What happens when partners show insincere interest in each other's activities or hobbies?
17. Should you change your behavior or personality to meet the needs of your partner?
18. Do you believe that a couple who has only known each other for a few months can have a successful marriage?
19. Do you think a formal engagement is a positive tradition? Why?
20. If you were engaged, what would you do if you had second thoughts about getting married?

RESOURCES AND REFERENCES

BOOKS:

GETTING ALONG, Games for Couple Compatibility, Ofra Ayalon and Dr. Zev Segal, Grosset & Dunlap Publishers, New York, 1981.
Sex, Love and Marriage: A Jewish View, Rabbi Roland B. Gittelsohn, Union of American Hebrew Congregations, New York, 1980.
Making Love Work, Dr. Zev Wanderer, Erica Fabian.

TEACHER ACTIVITIES: SELECTING A PARTNER



1. **ESSAY ASSIGNMENT:** Write a paper in which you describe the physical, psychological, and social characteristics which *you* regard as "ideal" for a member of the opposite sex. Discuss the priorities with which you rank these characteristics, and relate your values to those of your parents, friends, and/or other significant people in your life. Discuss how your values in effect "filter" out certain persons as worthy of a serious relationship and/or marriage. How does your pattern of preferences match with those you have, or have had, a serious relationship with? (Adapted from Professor Richard Stephens, George Washington University.)

2. **MATE TRAIT RUMMY** (Adapted from a 1978 NCFR meeting presentation by teachers from Poudre R-1 District, Fort Collins, Colorado.)

   Purpose: By giving students an opportunity to choose traits that they are looking for in their potential mate, the game serves three purposes:

   a. The student will understand that there is a choice in the selection of potential mates.
   b. The student will become aware that potential mates may have both desirable and undesirable traits with which they must learn to live.
   c. The student will be able to see that their potential mate will not possess all of the individual traits that will meet his or her needs.

   ***Procedure*:** You will need a deck of cards for each group of students. Come up with 52 different traits and write one trait on each card. Arrange in circles or small groups.

   1. Divide the class into groups of 4 to 6 students.
   2. Give one deck of cards to each group and appoint a "dealer".
   3. Have the dealer deal each group member three cards. Place the remaining cards face down in a pile in the center of the group.
   4. The student to the left of the dealer begins by picking one card from the pile. If the card has on it a trait the student would like his or her mate to have, he or she may keep that card. They then must discard one of their original cards and lay that card face up. If a student discards a trait that the following player desires, the following player may select the top discard instead of from the drawing pile.
   5. This sequence continues until all of the cards are gone from the drawing pile and each student has three cards.
   6. If a student is still not satisfied with his or her choice, he or she may at this time go through the discard pile and see if there is a trait that would be more appealing.
   7. After all groups have completed, begin a discussion about the traits they came up with and why.

Follow up Discussion Ideas

Let group members share with each other what they came up with. If time allows, let each individual share with the class his/her choices. As students share their choices, the following questions could be asked:

a. Of the three traits you chose, which is most important? Least? Why?
b. Did you end up with a trait you do not like at all? How will you handle it if your future mate ends up having this trait?
c. Are you missing a trait from your cards that you feel is essential for your happiness? How will you handle this if it happens in your future?
d. Does anyone have cards that he or she is completely satisfied with? Why? Is being completely satisfied with a person possible? This can lead to a discussion about expectations of marital happiness based on trait selection.
e. Do you feel you have control over the selection of a future mate based on the traits you came up with? Why or why not?
f. What did you learn about yourself through this exercise?
g. Can we tell something of a person's values from the traits chosen?

Suggested Adaptations:

If time allows, the game could be played again after discussion to see if the students change their attitudes about traits they value. This format can be used in many different ways by simply changing the cards and discussion questions. Examples:

Self-evaluation cards—traits they value in themselves Household item cards—if on a budget, what would they buy parenting skills or attitudes?

3. TRAIT SURVEY: The qualities that influence us in choosing a mate indicate a great deal about individual values and the values and attitudes of society. Conduct a survey with as many students as possible. Divide the survey into two parts, both parts containing the same list of qualities. (Have students choose ten from the suggested list that follows, adding others if they wish.)

Give half of the students Part 1, and the other half, Part 2. Part 1 asks students to evaluate the qualities listed according to those they most value in a date; Part 2, according to those they would most value in a spouse. Students should fill out their surveys anonymously, marking them "male" or "female" only.

Honesty
Intelligence
Good conversation
Compatibility
Looks
Responsibility
Understanding
Sense of Humor

Consideration
Personality
Loyalty
Sex appeal
Love
Respect
Companionship
Other

Collate the results of the survey and present the final statistics for class discussion. Make particular note of differences between answers to each part of the survey and also between the male and female answers.

4. PLEASE HEAR WHAT I AM NOT SAYING: Pass out copies of the following essay, "Please Hear What I Am Not Saying," and discuss it with the class.

Don't be fooled by me. Don't be fooled by the face I wear. I wear a mask, I wear a thousand masks, masks that I am afraid to take off, and none of them are me. Pretending is an art that is second nature with me, but don't be fooled; for God's sake, don't be fooled. I give you the impression that I am secure, that all is sunny and unruffled within me as well as without; that confidence is my name and coolness my game; that the water is calm and I am in command; that I need no one. But don't believe me, please....My surface may seem smooth, but my surface is my mask, my ever-varying and ever-concealing mask. Beneath lies no smugness, no complacence. Beneath dwells the real me in confusion, in fear, in aloneness. But I hide this. I don't want anybody to know it. I panic at the thought of my weakness and fear of being exposed. That's why I frantically create a mask to hide behind; a nonchalant, sophisticated facade, to help me pretend, to shield me from the glance that knows. But such a glance is precisely my salvation. And I know it. That is, if it's followed by acceptance, if it's followed by LOVE.

It's the only thing that can liberate me from myself; from my own self-built prison walls; from the barriers I so painstakingly erect. It's the only thing that will assure me of what I can't assure myself, that I am really something. But I don't tell you this; I don't dare. I'm afraid your glance will not be followed by acceptance and love. I'm afraid you'll think less of me, that you'll laugh, and your laugh would kill me; I'm afraid that deep down I'm nothing, that I'm just no good and that you will see this and reject me.

So I play my game, my desperate, pretending game, with a facade of assurance without and a trembling child within. And so, begins the parade of masks, the glittering but empty parade of masks. My life becomes a front. I idly chatter to you in suave tones of surface talk. I tell you everything that is nothing and nothing that is everything, of what's crying inside of me. So when I'm going through my routine, do not be fooled by what I am saying.

Please listen carefully and try to hear what I am not saying, **what I would like to be able to say**, what for survival I need to say, but what I can't say. I dislike hiding, honestly. I dislike the superficial game I am playing, the superficial phony. I'd like to be genuine and spontaneous and me, but you've got to help me. You've got to hold out your hand even when that's the last thing I seem to want or need. Only you can wipe away from my eyes the blank stare of the breathing dead. Only you can call me into **aliveness**. Each time you're kind and gentle and encouraging, each time you try to understand because you really care, my heart begins to grow wings, very small wings, very feeble wings, but wings.

With your sensitivity and compassion and your power of understanding, you can breathe life into me. I want you to know that, I want you to know how important you are to me. How you can be the creator of the person that is me if you choose to. PLEASE CHOOSE. You alone can break down the wall behind which I tremble; you alone can remove the mask; you alone can break down the wall behind which I tremble; you alone can remove the mask; you alone can release me from my lonely prison. Do not pass me by. Please do not pass me by. It will not be easy for you. My long conviction of worthlessness builds strong walls. The nearer you approach me, the more blindly I might strike back. It's irrational, but despite what books say about a person, I am irrational. I fight against the very thing I cry out for.

But I am told that love is stronger than strong walls, and in this lies hope. MY ONLY HOPE. Please try to beat down my wall with firm hands, but with gentle hands—for a child is very sensitive. Who am I, you may wonder? I am someone you know very well. FOR I AM EVERY MAN YOU MEET. I AM EVERY WOMAN YOU MEET. I AM RIGHT IN FRONT OF YOU!

Debrief. What does the author mean by the term "game?" What is meant by the title? How does the author use the word "masks?" Ask the students to consider whether they play games or use masks.

LIVING TOGETHER

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain the reasons men and women choose to live together
- Identify and explain the problems that couples living together experience.
- Explain the advantages and disadvantages of living together.

LIVING TOGETHER

Some people choose living together as an appropriate lifestyle that seems to meet their needs. They have decided they are not ready or don't want to marry—at least for a period of time. They live together or cohabitate, which is a non-marital living arrangement with the opposite sex.

Marriage and cohabitation are very similar. There is often little difference in roles, expectations or financial arrangements. The commitment may even be the same. The major difference is that marriage is socially sanctioned and involves a legal obligation. Living together does not.

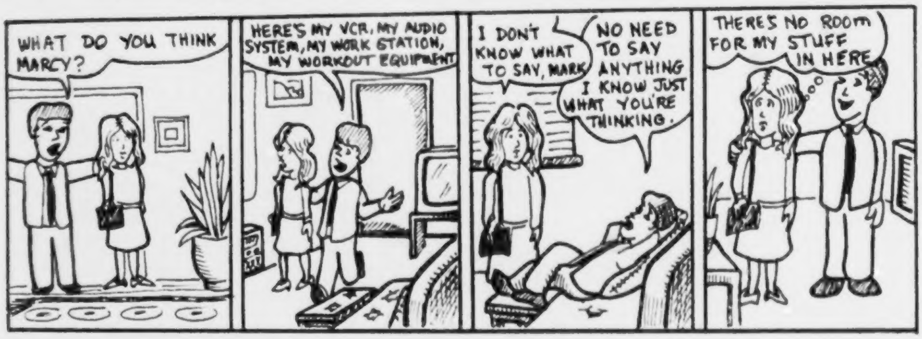
ALTERNATIVE OR TRANSITION ??

Is living together actually an alternative to marriage or is it only a transition or prelude to marriage? Sociologists and other researchers are raising these questions, but they have not reached any final conclusions yet. Some compare cohabitation to the old courtship stage or going-steady phase, but suggest that the physical state of living together allows couples to achieve intimacy and closeness sooner and at deeper levels.

REASONS FOR LIVING TOGETHER

There are various reasons why people choose to live together. One may simply be a roommate situation in which a man or woman prefers sharing accommodations with someone of the opposite sex. In other words, a platonic, situation is arranged for economic purposes. If they pool their resources, they may be able to upgrade their living conditions or possibly save enough money to be able to upgrade at a later date.

The most common situation, however, involves young college coeds who decide that the relationship is meaningful enough to make a further commitment to each other by living together. They may have found themselves spending so much time at one place that it seemed natural for one partner to say, *"Why don't you move in? You're here all the time anyway."* They may or may not have future plans to marry. Available research reports that most couples who live together don't intend to marry. Numerous studies reveal that often the female in this situation does, at some point, expect to marry even though no marital commitment has been made.


WHAT DO YOU THINK MARCY?
HERE'S MY VCR, MY AUDIO SYSTEM, MY WORK STATION, MY WORKOUT EQUIPMENT
I DON'T KNOW WHAT TO SAY, MARK
NO NEED TO SAY ANYTHING I KNOW JUST WHAT YOU'RE THINKING.
THERE'S NO ROOM FOR MY STUFF IN HERE

Many studies also reveal that frequently, even in a cohabitating environment, women still carry more of the household burden, sometimes even contributing more financially.

When young college kids who are still being supported by parents decide to live together, they often don't tell their parents because they fear financial assistance will stop. As a rule, parents are not happy or supportive of their children living with someone of the opposite sex. Parents with daughters in live-in situations find it the most difficult to accept. These parents continue to perpetuate the double standard because they believe that it may be okay for the boy, but a *"nice girl"* doesn't live with a man to whom she's not married. It was not acceptable when they were younger and they may, therefore, feel it is morally wrong. Parents of young people who are cohabitating may also be concerned with what their relatives or friends will think, particularly their own parents. It is also difficult for many parents to see even their grown children as adults and as sexual beings.

> **Apparently, there is something about the quality of intimacy and long-term commitment that is difficult or impossible to duplicate in cohabitation."**
> **- James Coleman"**

TRIAL MARRIAGE

For other couples, living together may be a trial marriage. They have made an exclusive commitment to the relationship. Their intention is to marry at some later date, if they should find that they are compatible enough after living together.

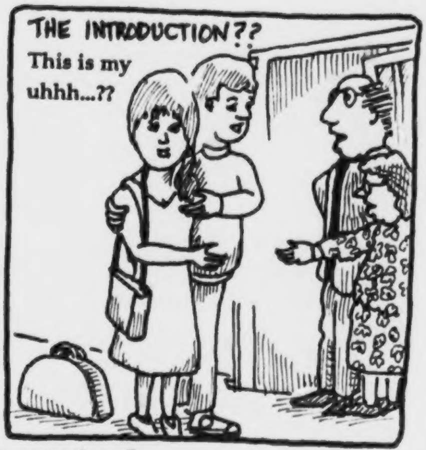
> **Practice Marriages don't Make Perfect"**
> **- Carin Rubenstein"**

PERMANENT ALTERNATIVES

Divorced people sometimes choose to live together on a semi-permanent or permanent basis. If their experience with marriage was very negative and left them with bad feelings, they may decide that living together is a permanent alternative. Divorced couples with older or grown children may find cohabitation particularly desirable.

And today, we see more and more elderly and retired couples choosing to live together. Because of social security requirements, retirees might lose their benefits if they married. They are almost pushed into cohabitation for financial reasons.

SAME PROBLEMS


THE INTRODUCTION??
This is my uhhh...??

The problems that exist when couples live together are in many ways the same as those for married couples: *money, sex, division of tasks*, etc. The problems may not be as intense because there's often an overriding feeling that if the problems get too great, the relationship can be easily terminated. Some studies have shown that couples living together exhibit more violent behavior. One of the biggest problems for couples living together is what to call each other when being introduced. There seems to be a feeling of discomfort when referring to their partner as their "live-in" or lover. Some refer to their partners as their "*significant other*." The IRS has come up with the term *POSSLQ*, which is an abbreviation for *"person of the opposite sex sharing living quarters."*

LEGALITIES

A new dimension of cohabitation was created a number of years ago when a Hollywood actor broke up with the woman he had been living with for six years. The question of "*bedroom*" contracts became a legal issue. The woman quit her acting career to take care of him and his home when she moved in with him. After it was over, she felt that she deserved some financial compensation similar to the alimony that a married person would receive. She sued for *"palimony"* and though she received only a small portion of the amount for which she sued, her victory created a new precedent for couples living together without the legal benefits of marriage.

RELIGIOUS VIEWS

Generally, individuals with strong religious convictions don't cohabitate. The Catholic Church does not believe that living together is adequate marriage preparation. Many priests will not knowingly marry a couple who is living together. They will insist that they live separately before they allow them to be married in the Church. Most religious leaders don't approve, but few are as strict as Catholics.

FOR BETTER OR WORSE

Are there advantages or disadvantages to living together with someone you will probably not marry? One of the advantages might be a higher standard of living than could be attained on your own. There is the probability that you will increase your intimacy skills and your ability to communicate on an open, honest level. Living alone allows you to learn more about yourself because you're not constantly responding to someone else's needs. The disadvantages may be greater, particularly to younger couples. Living together in an exclusive relationship may limit experiences crucial to the development of a mature adult. A variety of dating experiences and romantic involvements will help you to examine the traits you would like in a marriage partner.

Couples living together also experience a change in their social life and sometimes a loss or reduction of friends. Though this same thing may happen to a married couple, it is particularly important for young singles to enjoy a network of friends and an active social life. Legal complications that may arise upon the termination of a relationship can also be a great burden to both parties. And the break up of a live-in situation in which the partners have been deeply committed is, generally, no less painful than a divorce.

CONCLUSION

No one really knows whether living together beforehand makes marriages any better. No research to date has proven that married people who lived together before marriage were any happier than those who did not. Most researchers today believe that couples living together are no more likely to end up in marriage than couples who are just "*going together.*"

Whether it is good or bad or whether it helps build stronger marriages doesn't seem to change the fact that many are and will continue to live together. Is this just a trend or will people continue to feel that living together is an important stage in a relationship? Only time will tell..

REVIEW QUESTIONS

1. Explain what is meant by cohabitation.
2. Identify and explain reasons why some people live together.
3. Identify some of the problems of living together. Are they different than married problems?
4. Explain what is meant by palimony.
5. Explain most religious views on living together.
6. Identify the advantages and disadvantages of living together.

DISCUSSION QUESTIONS

1. Do you think a couple can have a lifelong commitment to each other and not get legally married? Why or why not?
2. How do you think your parents would feel about your living with someone before marriage?
3. Do you believe there are more advantages or disadvantages to living together? Explain.
4. Do you believe living together is morally wrong?
5. Do you think living together is better for men or women or is it equally beneficial?
6. Do you want to live with someone before you get married?

RESOURCES AND REFERENCES: LIVING TOGETHER

Books:

Contract Cohabitation: An Alternative to Marriage, Edmund L. Van Deusen, Avon Books, 1974.
Living Together: A Practical Guide To Help You Understand, Marvin Mitchelson, Simon and Shuster, 1980.

TEACHERS ACTIVITIES: SINGLE LIFE

1. Ask students to go some place they would not ordinarily go alone: the movies, shopping (girls rarely shop alone), out to eat, etc. (Obviously, you won't ask them to go any place they would be afraid to go alone). Have them report to the class what the experience was like, answering these questions:

   a. How did you feel about being alone?
   b. Did you feel as if everyone was staring?
   c. Were you embarrassed or self-conscious?
   d. Would you do it again?

2. Have students interview a single person they know. They can either interview a never-married person over 25 or a divorced or separated person. Have them ask the following questions and report their findings to the class.

   Never Married:
   a. Are they single by choice or chance?
   b. How do they feel about being single?
   c. Would they rather be married or single?
   d. Are they embarrassed because they are single and never married?
   e. Do they go out socially alone? If so, where do they go alone?
   f. Do they ever get lonely? How do they cope with loneliness?

   Divorced or Separated
   a. Which lifestyle do they prefer, single or married?
   b. Are they ever embarrassed because they are a divorced (separated) single person?
   c. Do they go out socially alone? If so, where do they go?
   d. Do they ever get lonely? How do they cope with loneliness?

3. Have students ask their parents the following questions and report their responses to class.
   a. What age do they think their son/daughter should be to live away from home. With a roommate? Alone? Would it be different if their child were the opposite sex?
   b. At what age do they think you should get married? Would their answer be different if you were the opposite sex?
   c. How would they feel, if you chose to remain single?
   d. How do they respond to someone over 30 who is single? What kinds of thoughts might they have. For example: Would they think the person is gay?

4. **SELF-IMPOSED ISOLATION**
   Have all the students in the class stop all forms of communication for just one weekend--no television, no phone calls, no talking, no going out, no letter writing, no sign language. Have students report on their feelings and on whether they were able to stick it out for the whole two days.

5. **WHAT MAKES ME LONELY?**
   Have students list the times, environments, and emotions that make them feel most lonely. Discuss ways of handling these times, places and emotions. Are such feelings sometimes beneficial?

6. **LONELINESS AND OLD AGE**
   Have students visit a home for the elderly, discuss the concept of loneliness with the residents, and report back to the class. Ask them to befriend someone they think is lonely and report the experience to the class.

7. **ALONE VERSUS LONELY**
   Suggest that students go off by themselves to camp, walk in the woods, sit by a stream. Was this time alone enjoyable? What is the difference between alone and lonely?

8. **FINISH THE SENTENCE**
   Have students finish these sentences:

   I feel lonely when ...
   When I am alone I...
   When I feel lonely I...
   Being single means to me...
   If I'm still single when I'm 25, I'll feel...
   I won't go alone to...
   I would go alone to ...

Source: (Activities 4,5,6, and 7 were adapted from Turn Ons! 185 Strategies for the Secondary Classroom, by Stephen K. Smuin.)

MARRIAGE PREPARATION

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain the three maturity levels that promote marital readiness.
- Explain what is meant by "*your inner child*."
- List and explain some of the areas and issues that must be discussed prior to marriage.
- Explain what is meant by "core symbol" and to also know what their own core issues are.

MARRIAGE PREPARATION

Your wedding day may well be the most important day of your life, but it is only one day out of your life. The marriage it represents hopefully will last a lifetime.

Oddly though, we are trained and required to pass rigorous testing for all kinds of careers, but for the job of being a mate—a partner in a life-long, delicate, complex relationship—we get no preparation. We are expected to just know how to do it. Some naively believe that if you're in love, it just comes naturally. Others think that if two people take vows to love and cherish each other, it automatically means a life of bliss. Statistics, of course, tell us this just isn't true.

Other than in fairy tales, marriage was never designed for eternal bliss, but it was meant to offer nurturing, support, respect and caring for one another. No one enters marriage anticipating failure. Yet one out of every two marriages will end in divorce. What can you do to prevent this from happening to you? Taking a course like this is a good start, since it is designed to help you be better prepared to enjoy a meaningful relationship and to be an enlightened marriage partner.

PRE-MARRIAGE TEST

If you're Catholic and wish to be married by the church, you are required to participate in a marriage preparation program. Some parishes have a pre-marital inventory to evaluate the couple's readiness for marriage.

It might be a good idea if states, prior to granting marriage licenses, would require a waiting period during which time couples would participate in an expansive marriage preparation course and undergo marital counseling to be evaluated for their compatibility, maturity and readiness. Since only one state has anything close to this (California), it's up to you to prepare yourself before taking on what can be the most gratifying and the most difficult job you will ever have.

MARITAL READINESS

You can begin by being socially, emotionally and financially mature, which may mean putting off your wedding plans for a few years. You can decide that you're going to have a better understanding of the commitment required to make marriage work. Similar to taking a job, you might want to have a job description of your future role as husband or wife. Knowing what to expect and what roles each will play will make the transition to marriage much easier and, inevitably, will help reduce later conflicts.

You'll need to get to know yourself and your partner as intimately and honestly as possible. You'll need to know everything you possibly can about the person with whom you're planning to spend a lifetime: his/her values, needs, expectations and behaviors. You'll want to get to know your partner's family and friends. Many difficulties and incompatibilities might be avoided if couples, prior to marriage, visited one another's home and observed the relationship of their future partner and his or her parents. The way that partner treats family members may very well reflect the way you will be treated.

EMOTIONAL MATURITY

What does being emotionally, socially or financially prepared mean? *Emotional maturity* means the ability to establish and maintain personal relationships. It means knowing how to give and receive and to assume responsibility for meeting *some* of your partner's needs. It means being ready to sever the ties with your parents that might interfere with your new relationship with your partner. It means giving up your dependent connection with your family and making your partner your primary relationship.

It also means that you are making your decision to marry for the right reasons, which are love, companionship, the desire to share life experiences (good or bad) and a genuine concern for the happiness and welfare of your partner. Too often, young people marry to get out of a poor, unsupportive or even hostile and abusive home atmosphere. Though it is understandable that you would want to remove yourself from that environment, marriage is not the answer. You may find yourself only jumping from the *"frying pan into the fire,"* if you are not ready or are incompatible with your future partner.

SOCIAL MATURITY

Being *socially mature* means that you've had enough dating and social experiences to now be able to make the kind of commitment that is required. Hopefully, you've dated enough to know the grass is not always greener on the other side. You're no longer looking at every pretty or handsome face thinking they might be a better mate.

FINANCIAL MATURITY

20
12
TWENTY
TWENTY DOLLARS

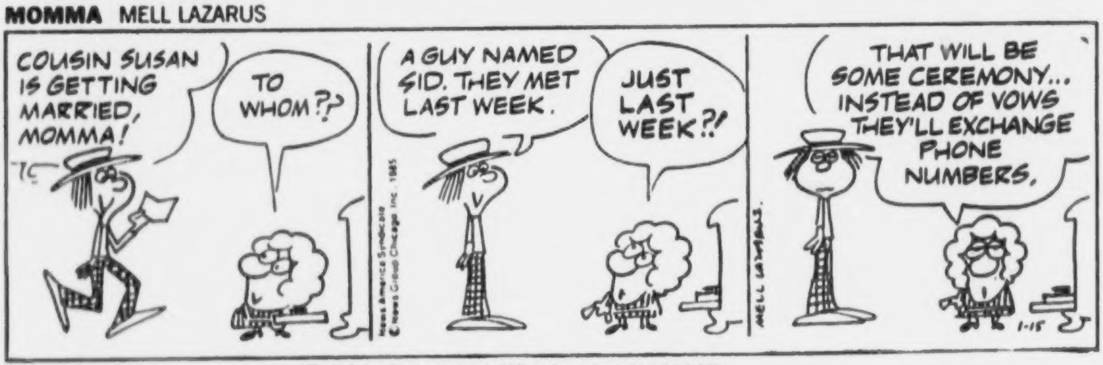
Financial maturity comes when you dispel the myth that *"two people can live as cheaply as one."* There are a great many financial burdens that begin when a couple marries. Your parents may be able to help at first if they're financially able, but accepting their offer may lead to emotional obligations or restrictions on how you use their financial assistance. Those demands could place an extra burden on the relationship and create conflict between you and your partner.

What are some of the expenses you will have as a couple starting out? It might be a good idea to actually sit down and construct a budget. One benefit of doing this, in addition to revealing how much it will cost you to live, is that it forces you to address money issues which you might not have done otherwise, such as whether either of you is coming to the partnership already in debt. Another issue concerns levels of income earnings. Many couples, after years of marriage, don't know how much their partners earn. That is an important disclosure if the relationship is to begin on a foundation of trust.

One of the most important money matters that is rarely discussed before marriage is who will handle the money and who will make financial decisions as to where and how money will be spent. Money is one of the major areas of conflict between most couples. People who discuss money issues before marriage usually find it easier to develop a money plan that is comfortable to both partners' value systems. Having this discussion prior to marriage, generally, ensures that both will have an equal say over various money matters.

Is there really any foolproof way to avoid all the conflicts and disappointments that occur in marriage? Probably not! Conflict is inevitable because two people can't possibly agree on everything. Some conflict is unavoidable. Some of it is even healthy because it gives couples a chance to clear the air and really say what's on their mind. Disappointments are a result of unrealistic expectations. But the more you know about each other, the more you understand the dynamics that make a relationship work and the earlier you identify possible problem areas, the better your chances are of finding compatibility and reducing conflict after marriage.

MOMMA MELL LAZARUS


COUSIN SUSAN IS GETTING MARRIED, MOMMA!
TO WHOM?!?
A GUY NAMED SID. THEY MET LAST WEEK.
JUST LAST WEEK?!
THAT WILL BE SOME CEREMONY... INSTEAD OF VOWS THEY'LL EXCHANGE PHONE NUMBERS.
MELL LAZARUS
1-15

Reprinted courtesy of Mell Lazarus © 1994 ML

Understanding yourself—your needs, desires and what you will bring to the relationship—is your most important task. If you have been able to develop and maintain a strong sense of self-esteem, this will be easier.

YOUR INNER CHILD AND MARRIAGE MAKE FOUR

You probably don't realize that it won't be just you and your partner starting out life together. There will actually be four of you. Each of you has an *"inner child,"* a child of the past complete with a set of values, attitudes and behavior that was formed during early childhood and that will be with you for life. Each of you brings your ethnic, religious and parental patterns that are very much a part of you. These are the values you were taught to believe and the behaviors that you were given scripts for as little children. In other words, each of you comes to the relationship with a script (similar to an actor's script for a play or movie) that in some ways will determine your adult feelings and attitudes.

The problem is generally not with the two mature adults who want to be together, who say they will respect each other's needs and be supportive and caring. The trouble comes when the two inner children have differences based on childhood teachings and experiences and don't tell the adults.Suddenly, two adults who promised to love and cherish each other find themselves nitpicking and arguing over what appears to be trivial issues. They have mismatched scripts.

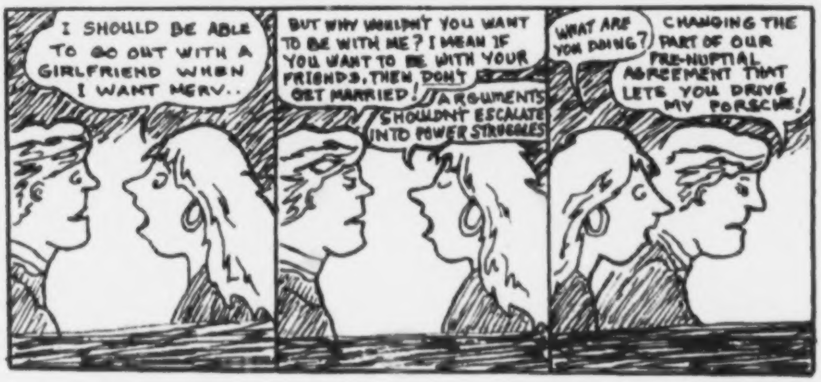
> *Virginia and Philip went together a year before they married. They always had fun and seemed very compatible in the things they liked to do and what they believed in. Like most couples, they had never discussed any real issues that might present problems later on. Since they hadn't lived together and Virginia had lived with her parents before marriage, Philip had no idea what kind of a housekeeper Virginia would be. Her mother's home was always a little sloppy. Philip's mother had always kept an immaculate home and he naturally assumed that most people took pride in and care of their home and belongings. Housekeeping was not something Virginia and Philip thought important enough to discuss before. Six months into the marriage, Philip was really having a hard time dealing with Virginia's sloppiness and apparent lack of concern about caring for the home. They had each agreed to certain tasks, but Virginia never held up her end of the agreement. He felt like she just didn't care.*

Had they talked about housekeeping in terms of how they wanted their new home to be taken care of, they would have discovered that each had a different script. Virginia's mother had seven kids and was concerned about their welfare and giving them plenty of love. Housekeeping just wasn't important to her and Virginia adopted that view. On the other hand, Philip's mother thought that *"cleanliness was next to Godliness."* A simple discussion prior to marriage would have allowed each to see the different scripts in this area and the resentment and hurt that Philip was now feeling might have been avoided.

MARRIAGE CONTRACTS

One of the best ways to find out if you really have overwhelming differences or just different scripts is to actually negotiate a contract on all the issues that could cause conflict if each partner's point of view is not expressed.

This doesn't have to be a legal contract, though some couples have done that. Some couples have actually had an attorney draw up a premarital agreement that addressed each partner's material and financial rights as well as each person's responsibilities. Whether it's legal or just a mutual agreement, it should be a well-thought-out list of issues that are important to each partner. It should spell out your expectations, rights and obligations. It can help you come to equitable terms and provide workable guidelines for the pending marriage.


I SHOULD BE ABLE TO GO OUT WITH A GIRLFRIEND WHEN I WANT MERV..
BUT WHY WOULDN'T YOU WANT TO BE WITH ME? I MEAN IF YOU WANT TO BE WITH YOUR FRIENDS, THEN DON'T GET MARRIED!
ARGUMENTS SHOULDN'T ESCALATE INTO POWER STRUGGLES
WHAT ARE YOU DOING?
CHANGING THE PART OF OUR PRE-NUPTIAL AGREEMENT THAT LETS YOU DRIVE MY PORSCHE!

BEST COPY AVAILABLE

Here is a list of issues that could cause conflict if not addressed prior to marriage:

MARRIAGE. What kind of marriage do you want? Traditional, in which the male rules and the wife stays home, or equalitarian, in which each is an equal partner in the relationship and shares tasks and decision making. (Marriage styles will be discussed more fully in a later chapter.)

FAMILY NAME. Does the woman wish to keep her family name after marriage or does she want to use her last name and his (Glenda Smith - Jones). Is this okay with the male? What about children? Whose name do they take?

GENDER ROLES. Are you a feminist that believes in equal rights or do you believe in strict masculine and feminine roles? Do you believe that women should be submissive and do all the housework and cook? Or would you both be comfortable doing either typically "masculine or feminine" tasks?

SEX. How important is it to you? Do you think there is a time and place, or do you think that sex should be spontaneous whenever the desire is there? Are you willing to experiment, if your partner asks you to? What about birth control? Will you practice it and if you do, who will be responsible for using it?

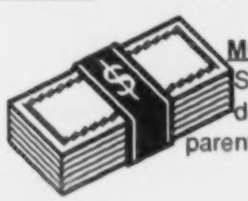
AFFECTION. Do you like affection? Are you comfortable with an open or public display of affection or do you feel it is only appropriate in the privacy of your home? Do you like to hold hands in public?

COMMITMENT. Do you both want a mutually exclusive commitment? What does commitment mean to each of you? Does commitment mean sexual exclusivity? Is it a moral issue or only an emotional one?

TIME. How important is being on time? Are you comfortable with tardiness or do you insist on punctuality? Could you possibly live with someone who was never on time...always late?

PRIVACY. What do each of you consider private? (Is using the bathroom a private matter for you or would you be comfortable sharing it with your partner?) Also, do each of you need private time to be alone or to do things by yourself? Too often, one partner feels rejected if the other wants to go off alone. If discussed and understood early in the marrige, this pain can be avoided.

HEALTH. How do each of you like to be treated when you're sick—pampered or left alone?



MONEY. How will it be pooled? Who will make financial decisions? Should each of you keep a separate account so neither needs to be totally dependent on the other? Will you accept assistance from either set of parents?

WORK. Will you both work? Will one career be more important than the other? Will decisions about career moves or changes be made jointly or independently? If there are children, will the mother return to work, full time or part time? Do you both think the male should take some time off when/if you have a baby?

VACATIONS. Where do each of you like to spend vacations...the beach or the mountains, sightseeing or relaxing? Will you take them together? Are separate vacations okay?

REST/SLEEP. Is one of you a night owl and the other a morning lark? Does one need eight hours sleep and the other only five? Do you work it out by both staying up late, by both going to sleep early or do you alternate?

I thought you also liked to exercise!!

FITNESS. Is one of you a health and fitness nut? Is keeping in shape important to one or both of you? Do you have to jog five miles a day or you'll be irritable? Will one of you be repulsed or turned off if the other gets fat?

MEALS. Do you like to eat out or have home-cooked meals every night? Does one of you like to cook more than the other (or is the male a better cook?) Is it important that you have your meals together whenever possible? Is the kind of food you eat important? If you're a vegetarian, could you be comfortable with someone who eats red meat?

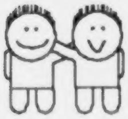
CHILDREN. Do you both want them? Should you have them early while you're in your 20's or wait until you both are more mature and your marriage more stable? Who is going to care for them while they're young-father, mother, babysitter or daycare? How will you discipline them? Who will discipline them? Is it important that both parents be involved?

RELATIVES AND IN-LAWS. Is it okay for them to drop in unexpectedly? Do you intend to visit or have your parents visit you every week (if near by)? Is family contact important? Do you like each other's parents, brothers and sisters?

RELIGION. How important is it to you? Do you feel strongly about attending weekly religious services? Are holiday rituals important to you? If each is of a different faith, which religion will you practice if any? What about children, if you have any—which religion will they observe? Do you want them to have a strict religious upbringing?

RESIDENCE. Where will you live—in a house, an apartment, with your family? Will you rent or buy? Will you stay in your home town or relocate?

HOUSEKEEPING. Will you share tasks equally? Will you take turns? Are there any chores you will absolutely not do? Will you get outside help? Is a clean house very important to you? Do you mind dishes left in the sink? Is it alright to leave dirty clothes on the floor? If your partner doesn't do his or her share, are you willing to carry the load? Who will do the lawn —if you have one—or wash the car(s)?



FRIENDS. Will you keep old friends that each made prior to marriage? Does it matter if they're opposite-sex friends? Will you go out with friends without each other? Can he have a night out with the guys? Can she have dinner with a friend? Will you give up certain friends if your partner really doesn't like them or just spend time alone with them?

SENSE OF HUMOR. Is one of you a card and a prankster and the other a stick in the mud? Does one of you take life very seriously and the other love to joke around? How important is a good sense of humor to your everyday life?

PLAY/RECREATION. What do you each like to do with your leisure time? Do you enjoy the same activities? Does he give up his Sunday morning basketball game or she, her Tuesday bowling league? If you don't like each other's leisure activities, will you pretend to enjoy it, or will you compromise, with each joining the other occasionally? Or do you just do your own thing? What about trying something new together (like skydiving)? Does one of you like rock concerts and the other opera? Can you tolerate the other's interests?

HOLIDAYS, BIRTHDAYS, ANNIVERSARIES. Are they important to you? Do you like to observe them? Are giving and receiving presents important? Are family rituals and traditions an important part of your life?

DEATH. Most couples don't discuss this at all. If one of you were to die, do you want to be buried or cremated? Are you opposed to funerals or wish to have a private service and be buried in a pine box? Even in death, people's wishes should be respected. Have you made out wills? This is particularly important if either of you owns property or valuables independent of each other.

It is most important that, as you discuss these items, you check with your partner to make sure both of you have the same definition or understanding of the issue.

> *Tyrone and Regina have both agreed that they want to keep their own set of friends apart from the friendships they establish together as a couple. Tyrone assumes that all of Regina's friends are women so he feels comfortable with that agreement. When he meets George, one of her friends, three months later, he feels threatened and deceived. He accuses Regina of all kinds of things including being unfaithful. Regina explains that George has been a friend of hers since college when he dated her roommate. Tyrone, feeling angry at himself and a little embarrassed, admits that he thought all of her old friends would be women. If Tyrone and Regina has discussed that his meaning of friends meant the same sex and her definition included all the people she had more than a casual acquaintance with regardless of sex - there would not have been any misunderstandings.*

PRIORITIES

After viewing your list, it might be a good idea to rearrange it, putting each item in order of importance to you. Are there some issues that you feel are so important that if your partner didn't agree, the relationship might fall apart?

> *Glenda strongly believed in an equal relationship and thought she had one during courtship. When she and her partner Fred actually sat down and talked about it after making out their contract, he told her that after the marriage he expected her to let him make all major decisions. Shocked, Glenda told him that was not something she could live with and if they could not negotiate the issue, she could not go through with their wedding.*

An issue that is non-negotiable for one partner is called a **"core" symbol** or **Issue.** Each of you has a number of core issues and, inevitably, they will be different from partner to partner. What may seem trivial to you may be a strong core issue for your partner.

NEGOTIATING THE CONTRACT

That's where negotiating the contract comes in. If you recognize that an issue is trivial to you, but is crucial to your partner, you might suggest that you are willing to go along with their need or request, if they would be willing to be flexible with one of your core issues.

> *Cathy and John are engaged and negotiating their contract. She tells him that remembering birthdays and giving presents are core issues for her. John's family rarely gave gifts on holidays or birthdays, so it never meant much to him. Though it is not that important to him, he agrees to make every effort to remember all occasions. He, in turn, tells Cathy that one of his core issues is needing time to be alone. He has always been a loner and as much as he loves her, he is worried about too much togetherness. It is really important to him that Cathy understand the significance of this need. He is greatly concerned that she might feel rejected when he says he needs some time alone. Cathy, realizing the importance of this issue, agrees to be sensitive to his request after they're married. They have each negotiated their own core issues.*

Unfortunately, most couples enter into committed relationships with mismatched scripts, their respective inner children never having the opportunity to meet and make friends. Or neither ever finds out about the other's core symbols so they go through their *"blissful"* marriages offended or hurting each other almost on a daily basis. Can you see how these conflicts can easily be avoided? Now that you know the tools to use, you will be able to write and negotiate your own marriage contracts. You and your intended partner hopefully will be able to recognize whether your scripts are simply mismatched or if you truly have irreconcilable differences.

IRRECONCILABLE DIFFERENCES

If you should realize that you are not ready to make this emotional commitment or that you and your partner are truly incompatible, it's definitely time to sit down and talk very seriously about your future plans. It is much easier and less painful to break an engagement now than to suffer through years of conflict that may later end in divorce. Don't feel pressured to marry just because you've announced your engagement publicly. You'll get over your embarrassment far more easily than you will get over an almost inevitable divorce.

PREMARITAL COUNSELING

If you discover strong obstacles but still feel you want to continue your marriage plans, you might want to consider premarital counseling, which can help you and your partner explore your core issues and inner children. A marriage counselor can see you individually and as a couple. He or she may be able to help you identify potential problem areas or work out those that have already been exposed. A marriage counselor may also recommend, after working with you both, that going through with your wedding plans may be a traumatic mistake that may cost you dearly somewhere down the road.

CONCLUSION

Marriage is a very serious commitment. Today laws have made it relatively easy to get divorced, but the emotional scars are a high price to pay. No one can guarantee that you're going to find the right partner or experience a happy marriage. But sociologists, psychologists and marriage counselors agree that you will have a much better chance at happiness and an enduring marriage if you are better prepared.

If you follow and practice some of the guidelines offered here, you at least will have made an effort to enter marriage as a mature, responsible and loving partner. Marriage can and should be a gratifying and wonderful experience. You have the opportunity to make it that way.

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REVIEW QUESTIONS

1. What does being emotionally, socially and financially ready for marriage mean?
2. What are good reasons for marrying?
3. Explain your inner child.
4. What is meant by *"mismatched scripts"*?
5. What is the advantage of a marriage contract?
6. What is a *"core"* symbol or issue?

DISCUSSION QUESTIONS

1. Do you think marriage preparation courses should be required prior to marriage?
2. Do you think couples should know how much each earns before marriage?
3. Do you think it is important to date a number of people before deciding to marry?
4. What is meant by, *"It won't be just you and your partner starting out life together. There will actually be four of you."*?
5. Do you think the list of issues are important to discuss before marriage? Which are most important? least important?
6. What are *"core issues"* for you? What behaviors or attitudes would not be acceptable to you?

RESOURCES AND REFERENCES

Articles:

"How to Write Your Own Marriage Contract," Susan Edmiston; Marriage and Family, 1975/76.
"North American Marriage 1990," Leo Davids; The Futurist.
"Factors Influencing Perceived Readiness For Marital Competence," Jeffrey Larson.

TEACHER ACTIVITIES: MARRIAGE PREPARATIONS

I. BUDGET

Most couples planning marriage have given little thought to the financial aspects of their relationship. They have very little awareness of what it actually costs to live. To illustrate this, instruct your students to do the following:

A. Get a partner and work out a monthly budget. Write down all the actual expenses you think a young couple would have. Call various resources (utilities companies, rental offices) and get appropriate monthly charges. Here are some possible items:

Rent/Mortgage
Utilities, (gas, electricity, telephone)
Gas/Transportation
Food
Cleaning
Entertainment
Insurance
Car Payments

Discuss how much you will need to earn to meet these monthly expenses. Will you both have to work? Will you pool your resources? If so, will it be equal or will one be more responsible for meeting these expenses based on actual income? Decide whether you want to assign different expenses.

Clarise earns twice as much as Clyde. They're trying to decide how to pool their earnings. Clyde wants to feel like an equal partner in spite of his lower salary. He would like to pay 1/2 the expenses, but knows that will be difficult and will probably leave him with very little, if any, personal spending money. They jointly decide that until Clyde's earnings increase, he will be responsible for 1/4 of the monthly expenses and Clarise will cover the other 3/4. Whatever monies are left after meeting their assigned expenses, each would be free to spend any way he/she wanted.

B. Make your own contract. Using the suggested list of items, respond to each one with your own needs and desires. (If you have a boyfriend or girlfriend, have them write a contract, too. Whether you have any plans for the future or are just dating, it might be interesting and fun to see how compatible you are.)

2. James Coleman, in his text *"Intimate Relationships, Marriage and Family"*, designed the following questions to focus attention on the critical areas that therapists believe create the greatest difficulties in marriage. Suggest that students ask themselves these questions at some point when considering marriage.

    1. Can I accept and live with his or her faults and shortcomings? (This question is based on the fact that too many people think they will be able to change their spouses after marriage.)

2. Can I visualize and accept his or her performance in the various roles called for during marriage, e.g., mate, mother or father, companion, friend, provider, lover, and so on?
3. Am I willing to commit myself to the relationship and make sacrifices —if called for —in order to meet his or her needs?
4. Do I feel that my partner truly accepts me, is interested in meeting my needs, and can be relied upon for emotional support in times of crisis?
5. Is there a mutual feeling of deep and enduring friendship?
6. Is he or she physically and sexually attractive to me?
7. Do we share similar interests and compatible goals?
8. Do I like who I am or the way I feel when I am with him or her?
9. Have we worked through emotional hurts and "hangovers" from past relationships?
10. Do we share common values and feel that the relationship is an equitable and egalitarian one?
11. Do I have a realistic view of myself, my proposed spouse and the relationship I hope to achieve?
12. Have we compared goals and expectations for the marriage and resolved differences to our mutual satisfaction?

Negative answers to such questions do not necessarily doom your marriage, although they may force you to stop and think about potential trouble spots that may arise. What you do about these potential trouble spots will ultimately determine the outcome.

INTERMARRIAGE

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain what is meant by interfaith and interracial marriages.
- Identify and explain how various religious denominations regard interfaith marriages.
- Identify and explain some of the possible consequences of interfaith marriages.
- Identify and explain some potential problems of interracial marriages.

INTERMARRIAGE

Most people are *homogamous,* which means they marry others of similar racial and religious backgrounds. With the passing of the Civil Rights Act and the Supreme Court ruling in 1967, which declared that any remaining laws against racial intermarriage were unconstitutional, much of the discrimination against intermarriage has changed. The last 20 years have shown a large increase of people choosing to marry out of their religion as well as their race. In this chapter, we will look at how attitudes have changed and the consequences, if any, of intermarriage.

INTERFAITH MARRIAGE

Forty percent of all American marriages are interfaith marriages. Jews have the highest rate of intermarriage. About one-third of the people who marry into another faith convert to that religion. Polls show that older and divorced people are more likely to enter into interfaith marriages. All three of the major religious denominations generally oppose intermarriage because they believe that it will weaken the bonds of matrimony. They are also concerned that marriage between people of different religions will weaken the religious commitment of either or both partners and that it may negatively affect the religious training of children within that marriage. Within each religious denomination, the laws or guidelines governing intermarriage are different.

Catholic

More than 50 percent of Catholics marry out of their faith, but the Catholic Church does have very specific guidelines about interfaith marriages. The Code of Canon Law is the universal law of the Church. Each dioceses provides more concrete interpretation and the local Ordinary from each dioceses may grant dispensation for various reasons. A dispensation is a relaxation from Church law, not God's law. It may be given in a particular instance or set of circumstances in which, if not granted, might affect the happiness and success of the marriage, but which in no way prevents the Catholic partner from practicing or growing in the faith.

Catholic law has changed in recent years and has, to some degree, loosened up its policy with regard to a Catholic marrying a non-Catholic. First, it is important to understand how the Church acknowledges and interprets its rules with regard to interfaith marriages. It recognizes a marriage between a Catholic and non-Catholic in two ways: *invalid or illicit.* An invalid marriage is between a Catholic and a non-baptized Christian and Church law prohibits this marriage, unless a special dispensation is granted. An illicit marriage is between a Catholic and a baptized non-Catholic, but could be considered valid if the following rules were followed. (Permission should be obtained but it would still be considered valid without it.)

- **The Catholic partner must give oral or written notice that any children born of this marriage, to the best of his or her ability, will be baptized and raised in the**

Catholic Church. In the past, the Church required that *both* the Catholic and non-Catholic partner sign an oath that they would raise their children in the Catholic faith.

- **There will be only one wedding ceremony and the wedding vows or public consent must be celebrated according to Canonical form with a Catholic priest officiating.** There may be a clergy from another faith present and he or she may even say a prayer, but the actual vows must be accepted by the priest only. The ceremony itself may be held anywhere, even in another denomination's place of worship with permission, as long as the priest officiates. Two witnesses must also be present and both partners must have given mutual consent to this ceremony. Under certain dispensations, the ceremony may be officiated by a clergy of different faith if it would pose a threat to the success of the marriage if they weremarried by a priest.
- **The marriage may not be dissolved other than by death**. There are means of having the marriage annulled, but Catholics have deemed divorce against the law of God as well as the law of the Church.
- **There may be no practice of artificial birth control.** Natural means are acceptable such as the Rhythm method, now also known as the Billings method.
- **The non-Catholic partner will not seek to interfere with the Catholic's practice of his or her religion or beliefs.**

Catholic law in no way affects the civil legality of a marriage, only how it is accepted by the law of the Catholic Church.

Jewish

The Jewish religion is also opposed to intermarriage. It has feelings similar to those of other denominations that it will weaken the marriage link. Because of the Nazi holocaust experience, the threats to Israel and their minority status in the world, there is additional concern over the diminishing number of Jewish people. Concern also exists because of the failing Jewish birth rate, lowered religious attendance and renewed or revived feelings of anti-semitism. (Anti-semitism is unfounded prejudice or bigotry toward the Jewish people.)

This denomination does not have the structured laws that the Catholic Church does, so there are no specific guidelines about intermarriage. Feelings generally relate to the concern that shared interests, both emotional and spiritual, usually enhance a marriage and the lack of that common thread may seriously affect or even harm the relationship. The sharing of rituals and tradition, so rich in the Jewish faith, can only bring a couple closer. If, because of intermarriage, that is lost, it is believed the marriage may suffer.

Of the three branches of Judaism—*Orthodox, Conservative* and *Reform*—it is generally the Reform Jewish leaders who will marry a Jew and a non-Jew, though under certain circumstances, a Conservative Rabbi will perform the marriage vows. There are two forms of intermarriage acknowledged similar to the Catholics. A *mixed marriage* is between a Jew and a gentile. An *intermarriage* is between a Jew and a converted gentile. The Jewish people believe that the children should be raised in the faith of the mother because they feel she will do more to encourage a religious upbringing. That is why they encourage the female to convert in a marriage between a Jewish male and a non-Jewish female. If she is willing to undertake the required religious training followed by the traditional ceremonial bath, they accept her openly into the Jewish faith.

Again, because there is no structured power as there is in the Catholic faith with specific guidelines, the acceptance or rejection of this kind of relationship often falls strongly on the family. Many Jewish families will not accept the non-Jewish partner because for them, Judaism is a way of life more than it is a religious belief system. They may go so far as to disown, disinherit or actually *"sit shiva"* when a son or daughter announces his or her intent to marry out of the faith (Shiva is the seven-day mourning period observed for the death of a family member).

Protestant

Some Protestant denominations, particularly the more orthodox, are as strongly opposed to intermarriage as Catholics. More liberal Protestants may be opposed based more on the emotional effects that the lack of spiritual unity can have on the marriage. In general, they believe that a marriage between two persons of different faiths will be less stable and that the religious faith of both partners will be diminished. They also believe that children suffer if they are not raised in a specific faith.

Because there are so many Protestant denominations, it would be impossible to give the views or specific guidelines for each of them. Most orders have fairly liberal approaches to intermarriage, but some strongly oppose their members marrying a "*non-believer*," which is their biblical interpretation of an interfaith marriage.

POSSIBLE CONSEQUENCES OF INTERFAITH MARRIAGE

In the case of *interfaith* marriages in which each partner retains his or her own faith, there can be negative consequences, particularly if both partners have a strong religious commitment. Each cannot help but feel some disappointment that the other cannot share the spiritual emotions. This would be particularly true in the case of a Catholic and a Jew or a Protestant and a Jew, where the core of each religion is so different. Religious holidays might also be a time of frustration or disappointment. Instead of being a joyous time to share in rich tradition or ceremonial ritual, couples may avoid holidays altogether so they will not offend the other or cause him or her to feel left out. If there are children in this type of marriage, another issue surfaces: what religion will they follow? No matter what the decision, it may be difficult for the other partner not to feel some disappointment or even resentment toward the spouse who is sharing a closer relationship with the child because it is enriched by their spiritual unity.

INTERRACIAL MARRIAGE

Before the 1967 Supreme Court Ruling, 20 states still had laws against *miscegenation*, which is interbreeding between people of different races. But according to the National

Center for Health Statistics as of 1986, 2% of all marriages are between Afro-Americans and whites. Non-whites are twice as likely to approve of interracial marriages, but the proportion of Americans who approve has increased tremendously in the last 20 years with the decline in religious and racial prejudices.

Most interracial marriages are formed for the same reasons *homogamous* relationships are.First and foremost for *"love."* Other reasons are occasionally given, such as to gain status or sometimes even to get revenge against the race that has discriminated against them. In most marriages between black and white, it is generally the husband that is black. This particular phenomenon begins even in high school, where black boys find it easier and more acceptable to date white girls while white boys are discouraged from dating black girls. There may even be threats from the black boys if a white boy makes an overture toward a black girl. One possible explanation for this occurrence, offered by those studying interracial marriages, is that black men seek out white women because they are more submissive and docile, while black women, who are used to being more independent and taking care of themselves, are too aggressive or even hostile toward them.

Problems of Interracial Marriage

Marriages of black and white partners seem to have fewer children. It may be because interracial marriages generally take place between older couples or it may be that they fear that any children born to them will suffer or be victims of hostile and cruel discrimination or treatment. In l964, Albert I. Gordon in *Intermarriage* stated, *"children of mixed marriages face problems that tend to produce within them reactions of guilt, insecurity, anxiety, and emotional instability."* Whether this belief still holds true or whether it ever was true remains a question.

The adjustment to marriage and the problems they fight over are the same for interracial couples as for any other couple: money, communication, sex, etc. The racial issue generally does not affect their relationship other than to make them more sensitive to one another. The one area that may affect the relationship of an interracial couple is family acceptance. They can easily ignore remarks or discrimination from society, which they may encounter in the form of cold stares or even obscenities shouted at them, but it is difficult to ignore family members, particularly if they are not supportive.

Generally, black parents and family members are more responsive and accepting, though the black movement and the more recent emphasis on black roots and heritage has made some blacks a little less tolerant of a brother or sister marrying out of the race. Sometimes, the white family completely turns its back on the family member who marries out of the race. Reaction and acceptance will differ from family to family, so it is difficult to make any generalizations. On the whole, interracial couples feel their friends are supportive and the few who are not are generally not perceived as true or good friends.

It seems that the race of the male determines where the couple will live. If he is white, they generally live in a white neighborhood and if he is black, they most often live in a black community. In general, society is more accepting of a white male and black female relationship. Even in finding housing that is the case. Landlords are more apt to rent to a white man and black woman, but interracial couples often find strong housing discrimination either way.

INTER-ETHNIC MARRIAGES

In this country, most marriages are made up of people with different ethnic backgrounds simply because the United States is and continues to be the *"melting pot"* of the world. Many people whose family heritage goes back many years have assimilated over time. A couple with different backgrounds such as Irish/American and Italian/American may not find it difficult to come together. However, couples planning to marry—where one has not assimilated and is still reacting to his or her native culture—may find the cultural differences difficult to overcome in marriage. Many of the same problems facing interracial and interfaith couples may also surface and add an additional burden to the relationship.

CONCLUSION

The point of this chapter is not so much to give you guidelines or general rules of acceptance toward intermarriage but to look at another dimension that may affect the quality of a relationship. Intermarriages can work out and indeed many do. In a study of 8,000 interracial couples by Thomas T. Monahan, a Villanova University professor, evidence reveals that *"mixed marriages* between black men and white women were more stable and enduring than *all-white or all-black marriages."*

But it is still important that you as young people, as you interface with others from different cultures, races and religions, be aware of the possible problems and pitfalls these differences cause that may place additional burdens on your relationships. We know that couples with different backgrounds can still succeed, but if they are the kind of differences that pull you apart or cause the intimacy between you to suffer, then the relationship may be at stake. Beliefs that stem from ethnic, religious or racial family history can and often do cause differences that are too difficult to overcome.

Survey after survey has shown that marriages that have a strong religious commitment are more stable and end in far fewer divorces than marriages that have no commitment. Don't interpret this to mean that non-religious people cannot have successful marriages because that would be untrue. But if religion plays an important part in your life and you believe that intermarriage may threaten that commitment, think twice before making a final decision to marry and consider it even now when selecting partners to date. Religion is a very personal issue and no one can tell you which one to follow, what you should believe or even that you have to have any belief at all.

The purpose of this course is to point out to you the positive behaviors and actions that most often contribute to successful relationships of all kinds as well as those that may hinder chances for success and to allow you to make your own decisions based on what you have learned.

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REVIEW QUESTIONS

1. Explain the meaning of the following words:
    - intermarriage
    - denomination
    - anti-semitism
    - homogamous
    - miscegenation
2. Identify and explain the Catholic laws for interfaith marriage.
3. In Catholic law, explain what is meant by an invalid or illicit marriage.
4. Describe the Jewish religion's feeling toward interfaith marriages.
5. Explain why Jews fear intermarriage.
6. Describe the Protestant beliefs about intermarriage.
7. Identify some potential problems of interfaith and interracial marriages.
8. Explain why it is sometimes difficult for intermarriage to succeed.

DISCUSSION QUESTIONS

1. How do you feel about interfaith and interracial marriages? Do you think they can succeed?
2. Do you think you would marry someone of another faith? another race?
3. How do you think your families would react if you did intermarry?
4. Do you think religion should be an important part of a marriage relationship?
5. Do you believe people with strong religious differences can have a successful relationship
6. If you married out of your faith, would you or could you agree to raise your children in another faith?
7. Do you think observing religious holidays and religious rituals are important to a marriage? How would you feel about giving yours up for your partner, if he or she was of a different faith?

RESOURCES AND REFERENCES

Articles:

"The Myth of the Shiksa," Edwin H. Friedman, Ethnicity and Family Therapy, The Guilford Press, New York.
"Interracial Marriages in the South—Black-and-White Couples Find 'New South' Can Be Friendly," Bill Berry, Ebony Magazine, June 1978.
"Americans More Accepting of Interfaith, Interracial Marriages," The Gallup Report.
"Mixed Blessings," Daniel Mark Epstein, Tropic Magazine, April, 1985.

Books:

Love, Sex, and Marriage, A Jewish View, Rabbi Roland B. Gittelsohn, Union of American Hebrew Congregations, New York, 1980.

TEACHER ACTIVITIES: INTERMARRIAGE

1. Have students talk to their clergyman and find out how their specific denomination treats intermarriage.

2. Have students interview three friends of the same sex. Find out if they are opposed to (a) a brother, (b) a sister, (c) themselves marrying someone who is of a different race or faith. Have them summarize their responses using the following chart:

   How many of your friends would be opposed to their brother, sister or themselves marrying someone:

	BROTHER	SISTER	THEMSELVES
Of a different race?	________	________	________
Of a different religion?	________	________	________

3. Invite in couples of interdenominational or interracial marriages to come in as guest speakers. Allow for a question and answer period.

MARRIAGE

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify some of the reasons people marry.
- Identify and explain some traits of a healthy marriage.
- Identify and explain some of the causes of conflicts in marriage.
- Identify and explain what partners must do to maintain a loving, lasting marriage.

MARRIAGE

> **MARRIAGE...is having someone to share your dreams with,**
> **Someone to live your life with,**
> **Someone to walk and talk with through the years...**
> **Someone you can turn to,**
> **Someone you can run to,**
> **Someone so close you taste each other's tears...**
> **Someone who'll stand beside you,**
> **Someone whose hand will guide you through good or bad times,**
> **happiness or sorrow...**
> **A life of love together**
> **A love that spans forever.**
> **- Adapted from B.J. Hoff**

Marriage is two people working together to make their lives fuller; planning together to reach goals and dreams for the future; playing and making love together and, for many, having children, and finally growing old together. Marriage provides someone to share your life with; someone to whom you are special and important. It is an exercise in togetherness mixed with a balance of separateness. Someone said that marriage is a sense of connectedness that comes from problems met and resolved, crises that have been overcome and struggles, losses and victories that have been shared. So marriage is a caring, sharing, trusting companionship that requires lifelong nurturing.

People marry for love and whatever else they believe love will bring them, such as *attention, status, a feeling of belonging and being needed, children or emotional fulfillment.* They also sometimes marry for reasons totally unrelated to love. Some of those reasons might be:

- *to get away from unhappy or abusive homelife*
- *out of fear of being alone*
- *to escape loneliness*
- *to have a socially acceptable partner*
- *to replace a mother or father role*
- *for psychological fulfillment*
- *to have a steady sex partner*
- *for some women, a means of financial support*
- *for some men, to have someone to take care of them*

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There are probably countless other reasons that seem valid to people choosing to marry. Ninety-five percent of all Americans will marry at some time in their lives, so marriage is obviously the preferred lifestyle.

IS MARRIAGE A HEALTHY INSTITUTION?

COMPANY
MISER

In spite of the fact that there are over a million divorces each year and the average marriage lasts only 9.4 years, people still believe in the institution. Ninety-five percent will do it all over again by remarrying and others will remain in miserable marriages under the pretense that they're staying for the children or they can't afford to get divorced. America is a monogamous society, which means husbands may have only one wife and vice versa. Bigamy (two wives and one husband) is against the law in this country. But what we really practice here is serial monogamy, which means we only have one partner at a time but go on to new ones periodically. Even with moral attitudes loosening up so that people are freer to live together and participate in non-marital sex, people are still choosing to marry.

We have to wonder why so many choose a lifestyle that seems to be so difficult to maintain and so painful to end. Could it be that it really is a wonderful institution and we are just too unprepared and unskilled in the art of marriage? Or could it be that we place too many burdens on a lifestyle that was designed purely for survival? Is it possible that all sources that give us information on marriage paint unrealistic expectations that make it impossible to live up to? Are we seeking more from marriage than it can possibly provide? Or are we so pleasure-oriented that if we can't get instant gratification, we aren't willing to hang on? It appears that today the tendency is to break up relationships before making any real effort to work out the problems.

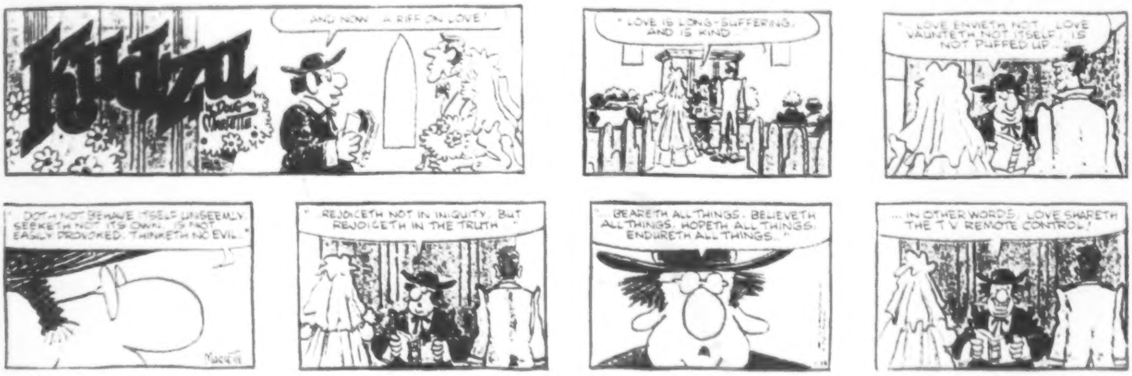
For a number of years, when teenagers were polled about marriage, the majority felt negatively about marriage and were less inclined to want to marry. After all, their parents or their parents' friends were divorced. With the recent drop in the divorce rate and so many divorcees remarrying, high school students are once again responding more favorably toward marriage. It is with that positive attitude in mind that this course is designed. It's time young people found out that meeting the person of their dreams, falling madly in love and saying *"I do"* are not enough to make a marriage work. What can make it work will be the focus of this chapter. Though you hopefully will not marry for quite some time, this chapter is designed to give you information you will be able to use later in your life.

First, we identified the many functions and purposes of marriage. Now we will look at studies of marriages that have lasted, that have endured the peaks and valleys that occur during the various cycles of matrimony. We will explore the characteristics and qualities of healthy, loving marriages. Then we will examine the areas of conflict that overtake so many marriages that seem to start out on the right track. And, finally, we will offer recommendations and alternatives that may enable you to develop warm, supportive and gratifying relationships. These tools will be useful to you in all types of love relationships, whether you choose to marry or not.

TRAITS OF A HEALTHY MARRIAGE

Why some marriages work and why some don't, and why some marriages that have all the odds against them succeed anyway, is a mystery. Most people enter marriage with a degree of commitment, believing that their marriage will last forever. So why are almost 50 percent of those marriages ending? Puzzled researchers in the field of marriage and family life have recently begun to study successful marriages hoping to find some answers and hopeful that their findings may help some of the ailing and struggling unions.

Just what is a healthy or successful marriage? Does the number of years together determine whether a couple is happy? Or if a couple states they are happy, does that mean they have a successful marriage? Our definition of a successful marriage will be a husband and wife who have endured the trials and tribulations and daily struggles over an indefinite period and still express warm and loving feelings for one another. Studies and surveys reveal that the following traits, qualities and characteristics usually are found in strong, successful families.


Kudzu
by Doug Marlette
...AND NOW... A RIFF ON LOVE!
"LOVE IS LONG-SUFFERING, AND IS KIND..."
"...LOVE ENVIETH NOT... LOVE VAUNTETH NOT ITSELF... IS NOT PUFFED UP..."
"...DOTH NOT BEHAVE ITSELF UNSEEMLY, SEEKETH NOT ITS OWN... IS NOT EASILY PROVOKED, THINKETH NO EVIL..."
Marlette
"...REJOICETH NOT IN INIQUITY, BUT REJOICETH IN THE TRUTH..."
"...BEARETH ALL THINGS, BELIEVETH ALL THINGS, HOPETH ALL THINGS, ENDURETH ALL THINGS..."
...IN OTHER WORDS, LOVE SHARETH THE T.V. REMOTE CONTROL!

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- **Ability to resolve conflict**. Partners know that conflict is inevitable within the walls of marriage. They know how to negotiate and settle differences fairly.

- **Flexibility and willingness to compromise**. Couples are flexible in their willingness to change and to tolerate each other's moods, differences and shortcomings. Partners place high priority on compromise.

- **Respect, consideration and tolerance**. Partners respect and are considerate of each other's feelings. They do not impose their beliefs or feelings on each other. They think of the other's feelings as much as they do their own. They are willing to give as much or more than they receive. They put more into the marriage than they take out.

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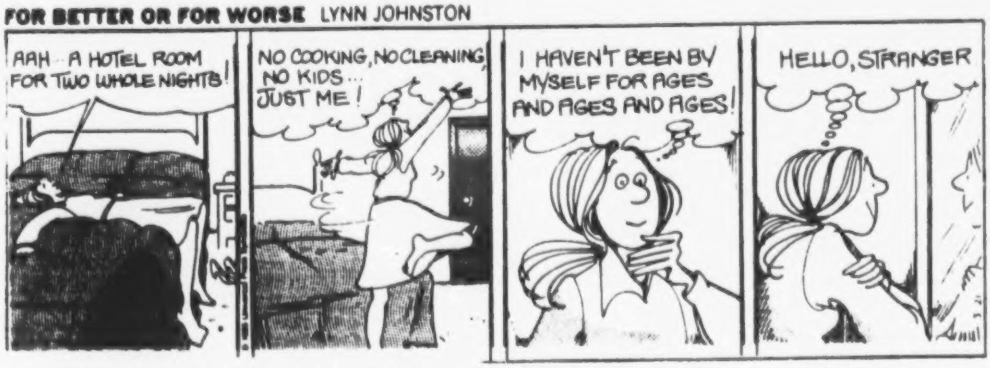
- **Commitment.** The marriage is their first priority. They are determined to work through difficult times. They have a strong desire and bond to stay together. They are also committed to one another's welfare and happiness. Partners are present and supportive in times of illness, hardship and crises.

- **Fulfillment.** They allow each other, out of love, to reach the desired level of personal and interpersonal fulfillment. They support one another in reaching their goals.

- **Time together and time alone.** Partners make time for themselves separate and apart from their children (if they have any). They value their time together and enjoy doing things together. But they also enjoy their time alone and respect each other's need for privacy. They know that each will need time off from the relationship periodically. That doesn't mean a break in the relationship—only some private time to be by themselves.


FOR BETTER OR FOR WORSE LYNN JOHNSTON
AAH...A HOTEL ROOM FOR TWO WHOLE NIGHTS!
NO COOKING, NO CLEANING, NO KIDS... JUST ME!
I HAVEN'T BEEN BY MYSELF FOR AGES AND AGES AND AGES!
HELLO, STRANGER

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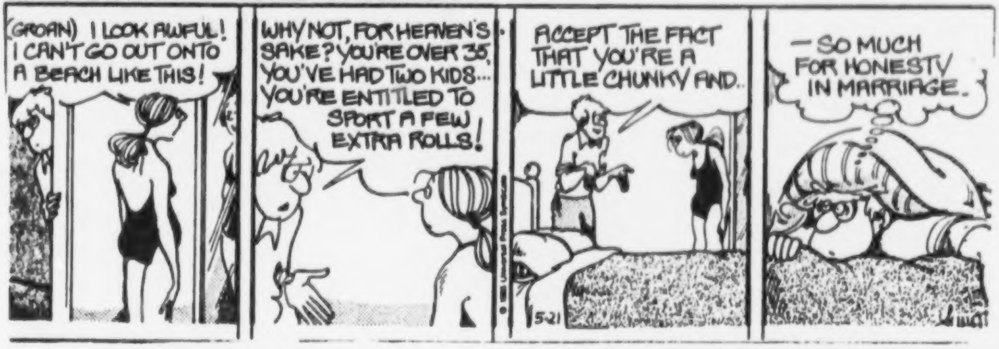
- **Ability to deal with crisis and stress**. Because couples have developed a strong trust for one another, they are better able to deal with crisis in a positive way. They also make every effort to deal with problems before they reach the crisis level. If they feel that they cannot handle the situation or that it may turn into a major crisis, they are willing to seek help from external sources—but they rely on themselves first.

- **Ability to handle financial problems**. They do not allow money to be an overriding factor in their marriage. They know money is never a substitute for love. When problems arise regarding money or their financial status, both are willing to sit down and talk about the situation.

- **Open and honest lines of communication**. Couples have greater comfort sharing their emotions and beliefs with their partners. They talk to one another often and they listen. They know the importance of real listening, especially when the partner has a problem. Partners share fears, dreams and feelings with each other regularly. They are not afraid to reveal their inner-most thoughts because they can trust their partners not to take advantage of their vulnerability. They disclose more to their partner than to anyone else.

FOR BETTER OR FOR WORSE LYNN JOHNSTON


(GROAN) I LOOK AWFUL! I CAN'T GO OUT ONTO A BEACH LIKE THIS!
WHY NOT, FOR HEAVEN'S SAKE? YOU'RE OVER 35, YOU'VE HAD TWO KIDS... YOU'RE ENTITLED TO SPORT A FEW EXTRA ROLLS!
ACCEPT THE FACT THAT YOU'RE A LITTLE CHUNKY AND...
— SO MUCH FOR HONESTY IN MARRIAGE.
5-21

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- **Sense of humor**. Partners have the ability to laugh at themselves and sometimes even to laugh at difficult situations. They do not take everything too seriously. They laugh together — often.

- **Ability to play**. Couples recognize the importance of playfulness within the marriage. Playfulness can bridge the gap between too much distance and too much intimacy.

- **Mutual love and caring**. Couples are able to express their love openly both verbally and physically. They say "*I love you*" out loud and frequently. They are physically affectionate and enjoy kissing, cuddling and comforting one another, if necessary. They express love by giving gifts without any occasion and do tasks that lighten the other's burden. Couples also express love sexually. They make love often and believe that lovemaking is an important aspect of their relationship.

- **Express appreciation.** They openly and regularly express appreciation for one another. They give positive reinforcement and say thank you often. They tell each other what they like and admire about each other.

- **Genuine liking for one another.** They like each other as people as well as partners and lovers. They believe that their spouse should be their *"best friend."*

- **Flexibility in gender roles.** They are comfortable stepping out of rigid gender stereotypes. Men are not concerned with masculine images, so they are able to express emotion more openly. They are also willing to do tasks that once were "*women's work.*" Women are now contributing in ways that were once considered unfeminine. For couples with children, these additional qualities contributed to family success.

You're my best friend too!

- **Religion**. Couples find that religion provides a basis for their value system. Establishing traditions, preparing for holidays and celebrating both spiritually and festively bring the family together.

- **Compatible child rearing philosophy and participation**. Couples who shared similar viewpoints about child rearing related better and felt they were better parents. They supported each other when disciplining the children and sharing child-rearing responsibilities brought them closer.

A marital stability survey of 351 couples married 15 years or more found 300 of the couples happy. Husbands and wives were asked to respond individually and here are the top reasons they gave for having successful marriages.

MEN	WOMEN
My spouse is my best friend.	My spouse is my best friend.
I like my spouse as a person.	I like my spouse as a person.
Marriage is a long-term commitment.	Marriage is a long-term commitment.
Marriage is sacred.	Marriage is sacred.
We agree on aims and goals.	We agree on aims and goals.
My spouse has grown more interesting.	My spouse has grown more interesting.
I want the relationship to succeed.	I want the relationship to succeed.
An enduring marriage is important to social stability.	We laugh together.
We laugh together.	We agree on a philosophy of life.
I am proud of my spouse's achievements.	We agree on how and how often to show affection.
We agree on a philosophy of life.	An enduring marriage is important to social stability.
We agree about our sex life.	We have stimulating exchanges of ideas.
We agree on how and how often to show affection.	We discuss things calmly.
I confide in my spouse.	We agree about our sex life.
We share outside hobbies and interests.	I am proud of my spouse's achievements.

> **"More marriages have been ruined by irritating habits than by unfaithfulness."**
> **-H.R.L. Sheppard**

CAUSES OF CONFLICT

Marriage counselors and researchers all seem to agree on the major issues that create conflict. They believe that communication—or the lack of proper and effective communication—is the single most significant problem. Other areas identified as common causes of conflict - such as sex, money, dependency, unrealistic expectations and children - are only of secondary importance because, in reality, they are all problems related to insufficient and inadequate communication. Let's look at some issues that can slowly wear away the foundation of what once was a loving marriage.

- **Unrealistic expectations**. In our chapter on expectations, we show how having unrealistic expectations can only cause great disappointment in marriage. The gap between actual experiences in marriage and what we believe is possible is usually enormous. Because of the unrealistic fantasies of romance novels, magazines and TV shows, we are led to believe that love and marriage are filled with 24 hours a day of bliss and excitement. We get the idea that people never fight, make wonderful love all the time and feel deliriously and romantically in love every second. Unfortunately that just isn't so. We're all human with faults, bad moods, frustrations and disappointments. And even when things seem to be going well between a couple, sometimes external circumstances can take away the glow. Losing a job, having a fight with a friend or family member, illness and financial difficulties can cause friction or pain in a loving marriage. The only way to avoid these disappointments is to recognize marriage for what it is and for what it can be, while also recognizing its limitations. If you expect Prince Charming or Cinderella, you're going to be greatly disappointed when he turns out to be Count Dracula and she turns out to be the Wicked Witch of the West. When we're disappointed in our partners or don't approve of their behavior, it generally provokes in us behavior that makes us act ugly as well. When that happens, our own self-esteem drops. Unrealistic expectations can cause a vicious cycle that can be terribly disrupting, or even fatal, to a marriage.

- **Lack of consideration, respect or appreciation**. Have you ever noticed the way supposedly loving spouses sometimes talk to each other? It is amazing how polite and considerate we can be to strangers, but how absolutely nasty husbands and wives—who claim to love each other—can be. Sometimes spouses don't even use common courtesy with one another, such as saying "Thank you." They often don't express appreciation for kind or loving things their partners do for them. They forget to appreciate each other for all the reasons they married one another.

- **Lack of open affection or public acknowledgement of love**. For some reasons, couples—who couldn't keep their hands off each other or say "I love you" enough times in a day before marriage—suddenly stop most outward verbal or physical displays of love and affection a short time after marriage.

- **Fear of intimacy**. As much as we often want to share our deepest feelings of hope or despair, we're often afraid that if we let someone in, if we let someone really know us well, they won't like us or they'll leave us. So being close becomes too risky and

most people are afraid to take that chance. The result is distance instead of closeness. Another fear of revealing too much, especially when it comes to our fears or shortcomings, is that what we say might be used against us later. If husbands or wives have that experience even once, it might cause them to lose trust in their partner and fear opening up to them again.

Alison felt the need to tell her new husband, Barry, about her family background and her relationship with her parents. She told him that she had a problem getting along with her father and they talked about it. A short time later, when they had their first fight, Barry said to Alison, "I should have known that if you couldn't get along with your father, you probably wouldn't be able to get along with with me either! Once a bitch always a bitch!" Alison is now not only upset about the fight they're having, but feels hurt, betraued and very distant from Barry. She wishes she had never told him about her family and vows never to tell him anything personal about herself again.

- **Granting imaginary power to a partner.** Often, we bestow some imaginary power on our partners and they, in turn, do the same. We expect one another to prevent bad things from happening to us or to make good things happen. We believe that our partners can make us feel good or bad about ourselves, that our worth can be denied or approved by our partners.

- **Too much dependency or not enough**. When we are too dependent on a partner, many things can happen. The first problem is that often the partner that is being overly depended on feels burdened and stressed, and stops functioning as a loving partner. Being responsible for yourself is quite a task, but when you become responsible for others too, you may become depressed, mentally ill or even develop signs of physical stress or illness. On the other hand, when partners are too independent and act as if they can do everything on their own and don't need or want advice, assistance or company from their partners, they can become distant from one another with at least one partner feeling unloved and rejected.

- **Inflexible gender roles**. Many women are angry about all the housework that they seem to do in spite of the fact that they're working, too. They get mad at their husbands because they always have to ask for help instead of their just pitching in and doing their share. Other complaints are that husbands don't show sufficient emotion (too macho) or wives are too passive or too emotional (too feminine).

- **Wanting partners to change**. Have you ever heard a young man or woman say before marriage, *"He or she will change after we get married. I know he or she won't drink so much...won't ignore me...won't go out with other men or women...won't hit me anymore...won't be so moody or nasty."* Believing people will change or, more importantly, believing that you can make someone else change is a source of great conflict in marriage. And the way most of us attempt to try to change others is usually through negative behavior. Partners nag, whine, yell, threaten, intimidate, punish, or ignore each other when they don't like one another's behavior or attitudes. Under these conditions, love can easily fade.

Julian is always yelling at Dory because she's never on time. She in turn ignores him, feels hurt and continues to be late.

Letitia hates the way Darren leaves his clothes all over. She nags him everyday about it and threatens to throw out his clothes if he doesn't pick up after himself. Darren is so sick of listening to her that he stays out late to avoid her criticism. He finds it harder each day to be loving or affectionate and begins to withdraw. Occasionally, he picks up his clothes so he won't have to hear her nagging voice.

- **Believing that being in love means you can say or do anything to your partner.** Couples sometimes think that marriage is a dumping ground for all their ill-feelings or grievances. While couples should be able to express themselves openly, constant complaining, self-pity or anger can turn a loving partner off. Frequently, partners blame the other for their problems because otherwise they would have to put the blame where it really belongs—on themselves.

Jerry, a law student, flunks one of his tests. Feeling like a failure, he comes home to Linda and says, "I flunked my test. If you would have let me study instead of always interrupting me, I would have passed."

- **Forgetting the inner child.** We bring our child of the past into all our relationships. Our inner child is one who, through childhood experiences, acts and believes a certain way. The inner child in all of us is what makes us different and unique from one another. Forgetting that we are different than our partners because of early parental teachings and other childhood experiences causes intolerance and conflict. Differences are okay if we remember that differences don't make us wrong. They simply make us different in the way we act or perceive things.

- **Taking each other for granted**. The couple who were swept off their feet by each other's good-looks and physical appearance sometimes don't look as good to each other after only a few years of marriage. After we hook the love of our lives, we somehow think we no longer have to impress each other. While that is partially true, lovers should be able to fully and completely be themselves without pretense. They should not start taking each other for granted. Too often, partners become sloppy about their appearance and they stop doing all the nice, considerate and loving things they used to do. Familiarity can become the enemy.

- **Unfulfilled sex life**. Couples complain often that they are not having enough sex or that when they do, the quality is missing. Poor communication causes many couples' sex lives to suffer. People have a big problem expressing their sexual likes and dislikes. Because we were told as children not to talk about sex, many of us are uncomfortable discussing it as adults. In general, we may have received many negative messages about sex. Until partners are willing to share their sexual feelings, the problems won't go away. The media has also painted so many unrealistic pictures and stretched its importance so out of shape that couples are disappointed if they don't hear bells ringing or bombs exploding when they make love. An inadequate sex life may cause irritability, insecurity and self-doubt, and often because of that, couples begin to squabble more about other problems. The real problem is rarely a bad sex life, but it can be the result of other unresolved conflicts. It is difficult to enjoy sex with a partner if you're feeling down or upset about something else and it is also difficult to be turned on to a partner when you're angry at him or her.

- **Financial instability.** Money problems put great stress on individual partners and on the relationship. It is hard to be loving when you're worried about paying bills or about losing or finding a job. Any sudden change that affects one's day-to-day lifestyle can put tremendous pressure on a relationship. Money problems are sometimes caused by external factors that couples don't have control over. The big problem is that couples don't talk to each other about their fears and concerns.

- **Inability to forgive.** Some people don't know how to say *"I'm sorry"* and others don't know how to forgive and let go of old feelings. The result is that there is little room for reconciliation, and loving feelings go out the window.

- **In-laws and family involvement**. Many times, couples have not severed the cord from their parents and it gets in the way of their interactions with one another. Being too dependent on parents after marriage creates conflict for many newlyweds and if the pattern is set early, it may be a problem for the entire life of the marriage.

- **Inability to resolve conflicts.** This is a major trouble spot in most marriages. Resolving conflicts takes three things: excellent communication, negotiating skills and the willingness to compromise. Most people have never learned to listen well or to express themselves clearly without being misunderstood. The result is that we often don't say what we really mean and we seldom hear what the other person is really saying. You can't resolve conflicts if neither understands what the other is feeling.

- **Inability to fight fairly or deal with anger.** Instead of discussing differences reasonably, calmly and fairly, we use all the nasty habits we have ever learned. We scream, threaten, verbally attack, belittle, throw temper tantrums or walk away when things don't go our way. We would rather risk hurting our partners and our relationships than be wrong. We've also been taught that fighting or disagreeing is inappropriate behavior, so we often suppress our feelings when we're angry. We hold on to our negative feelings. The problem with holding back feelings is that they tend to store up inside until we can't hold them back anymore. What happens then is that we erupt like a volcano or explode like dynamite and our built-up feelings may come out unintentionally or in inappropriate ways. Suddenly all those negative feelings that have been stored away, which really weren't so terrible at the time you were feeling them, come out all at once. What were small irritants come out as a complete assault or attack on your partner. The only thing the partner can try to do at that moment is to defend him or herself. The result: the conflict goes unresolved. You will learn new and effective styles of fighting in our chapter specifically dealing with conflict.

- **Inability to communicate.** All the problems areas described above are directly related to our inability to say what and why we think and feel when we think and feel it. One study showed couples talk to each other only 26 minutes a week or 4 minutes a day! Our inability to communicate effectively is the root of marital conflict. To begin with, our fear of being rejected or of being left alone controls so much of what we are willing to risk saying to our partners.

  We've also never been taught the importance of listening; of letting other people say exactly what they feel without having to defend their reason for feeling that way. Often, one partner just needs the other to listen so he or she can get some things off the chest. The person really only wants a shoulder to cry on. Another reason for not saying what we really feel is our fear of intimacy. Getting close is risky business. The quickest way to achieve closeness is to reveal all of your private selves to one another, and that is scary. And finally, partners often seem to be talking in different languages. What that means is because of their sex, childhood experiences and ethnic or religious background, they may attribute different meanings to the same words. So what they think they understand is not really what the partner meant at all. We will look at all of the different functions, styles, and techniques of communicating in the chapter on Communication.

There are some specific problems that are only relevant to couples with children and usually crop up when the first baby is born.

- **Believing that children automatically improve a troubled marriage.** Couples who have children based on the myth that a child will help them get along better are usually terribly disappointed. Generally when an infant is born, the marriage suffers in the beginning. It is true that the couple may not have as much time to fight because the focus will be on the child, but the restrictions on their time and finances can add more stress to an already stressful marriage. Childrearing can cause additional problems if the couple has not discussed their new roles. Many mothers become very angry when they discover that when they return to their jobs after childbirth, they are doing all the work. They're not only contributing financially, but they're also doing all the childrearing, including caring for and disciplining the child. This is a great source of conflict in many marriages with children. In reality, the childrearing years are usually the most difficult because couples have less time to focus on their needs as individuals, as lovers and as marriage partners.

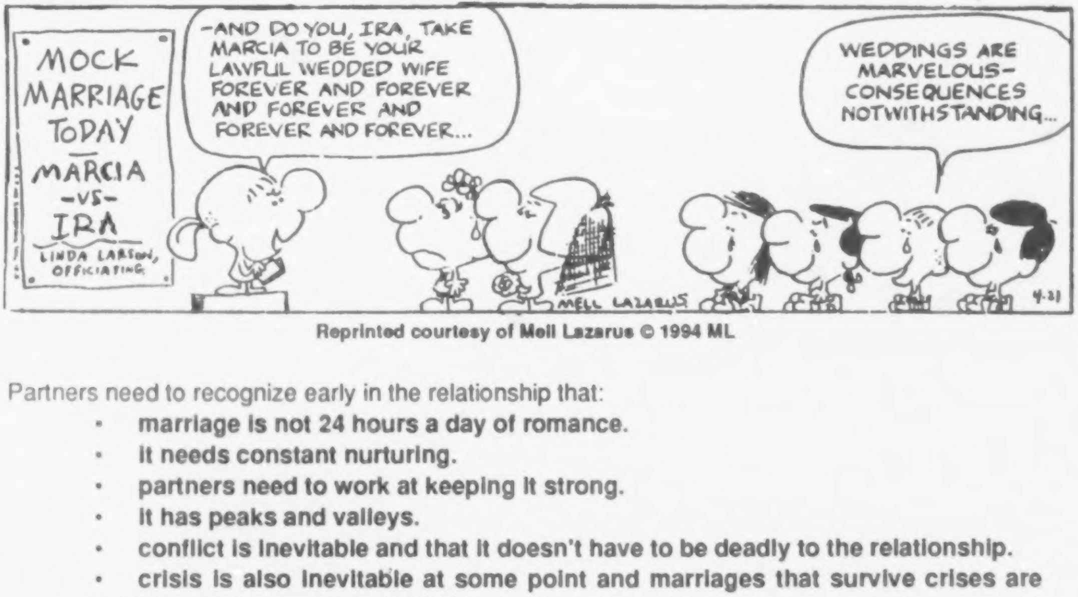
> **"Getting married is easy. Staying married is more difficult. Staying happily married for a lifetime should rank among the fine arts."**
> **-Roberta Flack**

MAKING LOVE LAST

A marriage that is formed to move toward something positive and not to get away from something negative has a better start. But making a relationship work obviously depends on numerous factors. Couples must first decide how much they're willing to put into it, identify what each person's role will be, and then decide what kind of relationship they want. The partner you select may automatically decide the lifestyle you will have.

The bottom line for a successful marriage is the commitment each makes to the relationship. Making the marriage a priority by putting your partner first, without sacrificing other areas of your life, is essential.

MISS PEACH **by Mell**


MOCK MARRIAGE TODAY
MARCIA -VS- IRA
LINDA LARSON, OFFICIATING
-AND DO YOU, IRA, TAKE MARCIA TO BE YOUR LAWFUL WEDDED WIFE FOREVER AND FOREVER AND FOREVER AND FOREVER AND FOREVER...
WEDDINGS ARE MARVELOUS- CONSEQUENCES NOTWITHSTANDING...
MELL LAZARUS
4-21

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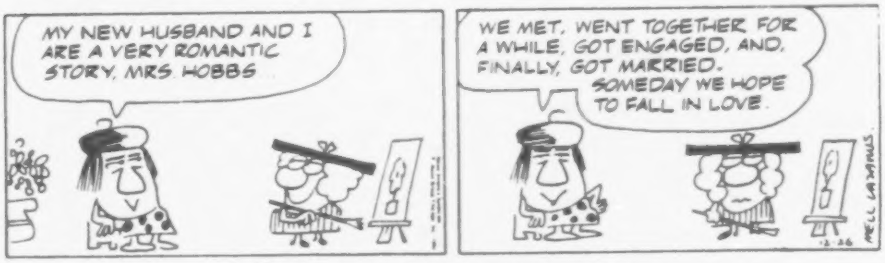
Partners need to recognize early in the relationship that:

- **marriage is not 24 hours a day of romance.**
- **it needs constant nurturing.**
- **partners need to work at keeping it strong.**
- **it has peaks and valleys.**
- **conflict is inevitable and that it doesn't have to be deadly to the relationship.**
- **crisis is also inevitable at some point and marriages that survive crises are usually stronger and healthier.**
- **the relationship should be based on realistic expectations that are possible to meet.**

- **partners have dissimilar viewpoints and feelings based on their background and...**
- **those differences don't make a partner right or wrong, only different.**
- **all marriages have cycles where partners drift apart and then come back together again and that people have cycles, too, and unfortunately, partners don't always go through these cycles at the same time.**
- **marriage partners don't always have great sex.**
- **a really great marriage doesn't happen overnight; it sometimes takes years to develop.**

Momma

By Mell Lazarus


MY NEW HUSBAND AND I ARE A VERY ROMANTIC STORY, MRS. HOBBS
WE MET, WENT TOGETHER FOR A WHILE, GOT ENGAGED, AND, FINALLY, GOT MARRIED.
SOMEDAY WE HOPE TO FALL IN LOVE.
MELL LAZARUS

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What can a couple do to ensure that their marriage has every opportunity to succeed? Here is a list of suggested behaviors and attitudes that may contribute to that success:

- **Only when you feel good about yourself and feel strong inside can you be caring and nurturing toward your partner.** Take care of yourself, be kind to yourself, fulfill yourself and keep your self-esteem high.

- **Remember that you are always responsible for yourself.** Your partner is never responsible for your happiness, self-worth or well-being. He or she is hopefully deeply concerned about you, but never responsible. If you try to give them that power, you will only be disappointed.

- **Be willing to risk exposing your inner-most self.** Until you do, you will live in constant fear of rejection. The more you let your partner know you and feel accepted for who you are, the more deeply loved you will feel.

- **Realize that your partner may at times reject you for expressing your feelings,** but unless you're willing to take that risk, you will not establish intimacy. Sharing painful feelings is essential to intimate love.

- **Let each other know your needs.** Don't assume your partner is a mindreader. Tell your partner when you're feeling low, misunderstood or unloved. He or she may not be able to help, but at least give him or her the opportunity to be supportive and loving.

- **Never air your differences or put your partner down in public, no matter how angry you may be.** Each partner deserves that much respect.

- **Get to know each other's similarities and differences.** Understanding the reason behind your differences can help you deal with conflict without thinking the other is wrong.

- **Deal with conflict when it occurs.** Once in a while, it may be appropriate to hold back feelings of anger or frustration, but generally it is advisable to deal with problems as they occur. Otherwise, all the small irritants will build into one gigantic eruption. It's hard not to dump on a partner when you've saved up all the little things that bothered you.

- **Never go to bed angry.** Work out whatever conflict or problems that you're having before going to bed. If you don't, you'll wake up still feeling angry or upset. Bedtime should be a time for closeness, intimacy, and snuggling.

> **"The ability to talk over problems is more important than how much a couple is in love or how happy the couple was before the marriage."**
>
> **-Daniel Goldman**

- **It's better to reward and reinforce a partner's good behavior than it is to criticize him or her for bad behavior.** Saying *"thank you"* even for trivial things and expressing appreciation or approval are ways of reinforcing your partner's positive behavior. In other words, praising or thanking your partner for something he or she has done will go a lot further than nagging or yelling about things not done or done wrong.

  Janet has been upset about Dave leaving dishes in the sink whenever he makes himself a snack. For a long time, she would nag him or yell at him for being so messy and inconsiderate. Sometimes Dave would remember to do it, but usually he didn't. One time after Dave did clean up, Janet said "Thanks, I really appreciate your doing that. It shows me you care about my feelings." By acknowledging him that way, Dave felt good about cleaning up after himself and started doing it pretty regularly. He'd forget now and then but Janet no longer nagged him. She continued to show her appreciation whenever Dave did things that pleased her.

- **Be willing to forgive.** Remember that your partners are human. They make mistakes and do and say stupid things just like you. Holding on to angry feelings doesn't make people feel very loving.

- **Keep the channels of communication open.** Intimacy cannot be achieved until both partners are willling to be open and honest. The capacity to love comes from trust and trust comes out of openness and honesty.

- **Remember that trust is the basic link that holds you together .**

- **Try to be alert to clues that indicate that your partner needs support or help even though he or she hasn't asked.** Marriage partners usually develop a sensitivity, sort of a sixth sense, that tells them about their partner's needs, similar to the way a mother knows her baby is crying even though she can't hear it.

- **Learn to value each other's past. It will always influence the present.**

  John doesn't call when he's going to be late for dinner. Kathy always thought he was inconsiderate and selfish until they sat down and talked about it. John's father was a salesman always on the road, so he never knew what time he would be home. His mother never knew when to expect his father, so she just served the kids and then fed him later, whatever time he got home. When Kathy understood, she asked John to try and remember to call because she would worry otherwise.

- **Work to remain physically attractive and mentally stimulating to your partner.** Both are important to your own self-esteem, but equally important in keeping your partner's interest. Being married doesn't mean letting yourself go.

- **Try to create an atmosphere in which each partner feels free to be open and confrontive if necessary without the fear of being attacked, punished or lectured .** If comfort and trust are built into the relationship, then each can be willing to take risks, which may be important to the growth of the relationship.

- **Remember special occasions, particularly those that are important to your partner.** Give presents or flowers or any small token of your appreciation and affection not only for those occasions, but also when there is no special event. Anything that reinforces our feelings of being loved by our partner can only strengthen the bond.

- **Show your affection openly and often.** A warm embrace, a loving touch, an affectionate glance, any type of physical response outside of the bedroom feels good and helps partners feel loved.

- **Say "I love you" out loud to your partner.** It's true that actions speak louder than words, but we still like to hear the words. Don't be held back by any old messages from your childhood, like men aren't supposed to express their emotions openly. Verbalizing your feelings enriches a loving relationship.

"If you're ever going to love me, love me now, while I can know
All the sweet and tender feelings which from real affection flow.
Love me now, while I am living: do not wait till I am gone
And then chisel it in marble...warm love words on ice-cold stone.
If you've dear, sweet thoughts about me, why not whisper them to me.
Don't you know 'twould make me happy and as glad as glad could be?

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If you wait till I am sleeping, ne'er to waken here again,
There'll be walls of earth between us and I couldn't hear you then.
So dear, if you love me any, if it's but a little bit,
Let me know it now while living; I can own and treasure it."

- **A good marriage needs a balance of separateness and togetherness.** Allow each other room to breath, privacy and quiet time. Possessiveness has no place in a healthy marriage. Come back together often and spend time alone, away from phones, crowds and even children. Couples need quiet time too, to revitalize their love connection.

- **Try and do some activity together at least once a week.** Plan to do something you both enjoy on a regular basis. It adds fun to your lives while also allowing you to be close. Go bike riding, have a picnic (indoors if it's raining or cold), jog or take a walk together, plan a candlelight dinner at home or out. Be creative, do something different as often as you can.

- **Plan outside and separate activities apart from each other occasionally.** Too much intimacy can be just as damaging as too much distance. Partners may feel suffocated when there is too much closeness.

- **Make each day as mutually rewarding as possible.** Try and take at least 45-minutes a day to sit down and talk with your partner alone. Discuss the day's events, share experiences and feelings and just allow each other to be close. Sharing intimate moments regularly can help build a strong and loving bond between you.

- **Play, laugh and have fun.** Playfulness means being silly, and having the ability to laugh at yourself and your partner. Play is not for children only. Sometimes, through playfulness, you can handle sensitive issues or air complaints or criticism that might be too difficult for a partner to deal with in serious moments. (But play shouldn't be used to prevent or avoid serious communication.) Play may even act as a sort of therapy, allowing each partner the opportunity to escape from rigid roles and to act like they did as children without losing their dignity.

Gary is the president of a major company. He has a great deal of responsibility and must be stern, serious and usually rigid in his role at work. Gary and his wife Linda play a lot and enjoy being silly at home. They both feel it is very important for Gary to be able to escape from his work role when he is at home. They believe that without the balance, the pressure on Gary might be too great and their relationship might suffer.

Laughter is good for the soul. Being able to laugh at yourself can keep you from becoming over-stressed. When partners feel stressed or burdened, it is difficult to be loving. They are many instances in a marriage that require serious thought. No relationship will be all fun and games, but a healthy marriage should be fun.

- **Always consider your partner's needs.** Partners shouldn't have to sacrifice their personal desires or needs for each other, but they should always consider what kind of impact meeting their own needs will have on the other person. Be responsible for your actions.

Stuart wants to buy a new car. He and Glenda, his wife, were planning a trip this year for which they've been saving. If Stuart buys the car, he knows they will not be able to go. He decides his present car will do for the time being.

Gina gets a call from Dick, an old boyfriend visiting in town. He invites her to dinner. She would like to go and thinks it would be fun to see him again. She knows that her husband Clifford has always been a little jealous of Dick. She mentions it to Clifford to see how he'd feel if she went. He doesn't come right out and say it, but she picks up that he'd be a little hurt even though he knows there's nothing between her and Dick. Gina declines the invitation.

- **Be spontaneous.** Marriages that are structured and rigid can become boring and dull. Don't do the same things in the same way everyday. Vary routines a little. Sometimes people get into ruts, believing they enjoy the comfort and security of sameness. Eventually, they may tire of it or become bored.

- **Anticipate periods of frustration, resentment and anger.** Two people can't live together without hurting each other at times. There may even be times when each partner doubts his or her love for the other. Generally those feelings will pass. If dissatisfaction continues, it may be a warning sign that it is time to reevaluate the relationship and make necessary changes and adjustments. Don't automatically assume that you're married to the wrong person, you're falling out of love or that someone else will make you happier. But don't let the situation get worse, either. Sometimes it takes a crisis to stimulate change. Work through this period by exploring what each partner is feeling and what new directions you're both willing to take. The exploration itself may revitalize the relationship while discovering new things about the other. Pleasure must always outweigh pain in a healthy, loving relationship.

- **Realize that you can't be everything to your partner and your partner can never be everything to you.** Neither partner is super-human. Each has his or her own limitations. It is impossible to always be available mentally or physically to your partner. Your needs will not coincide all the time. There will be times that even a loving, concerned partner cannot be there for you. He or she may be having personal problems at just that moment.

Kit is upset because she had a fight with her mother. She wants to talk with her husband, Larry, about it. She is very upset and hurt and really needs to share her feelings with him. Larry has just lost his biggest client and is overwhelmed with feelings of guilt and self-doubt. He is also worried that he might lose his job because of the situation. Larry is just not available to deal with Kit's feelings at the time she needs him.

- **Remember that sex is only a part of marriage.** The fires of passion will at times go out, but they can be rekindled. When a person feels truly loved, sexual responsiveness flows more easily. Continued passion and desire does not result from genital stimulation, it comes from genuine intimacy. When intimacy begins to fade, sex often becomes boring and infrequent. Sexual partners should be unselfish, tender, considerate, sensitive, patient, caring and loving. Sexual adjustment to your partner may take time. Whenever there's a problem, be willing to discuss it. Sometimes, it is more advisable to talk about it outside of the bedroom. Whatever is acceptable to both partners and harmful to neither is appropriate sexual behavior.

- **Accept each other as you are and for what you are.** You married each other because you liked what you saw, inside and outside. Think about that when you find yourself trying to change your partner to fit a different or new mold. Sydney Harris of the Detroit Free Press wrote the following material called *Marriage Vows: Before and After*. It humorously satirizes people who married because they liked their partners just the way they were and then divorced them for the same reasons.

MARRIAGE VOWS: BEFORE AND AFTER

He married her because among other things, her hair looked so beautiful.	She married him because he had a robust masculine appetite and appreciated a home-cooked meal.
He divorced her because she spent so much time fixing her hair.	She divorced him because he never wanted to take her our to eat.
She married him because his muscles rippled when he swam.	He married her because she was quick, neat and intelligent.
She divorced him because he spent more time in the bedroom doing sit-ups than anything else.	He divorced her because she had absolutely no patience with the children, who were sometimes slow, slovenly (sloppy) and stupid.

He married her because she was such an adept conversationalist, never at a loss for a word.

He divorced her because she never got off the telephone.

He married her because she was so *"vivacious"* (lively).

He divorced her because she was too restless.

She married him because he could support her in lavish style.

She divorced him because he had too firm a hand on the purse-strings.

He married her because their families shared a common background.

He divorced her because her family kept interfering in their affairs.

She married him because he was a "real sport."

She divorced him because he refused to give up the sporting life.

He married her because they shared the same intellectual and political beliefs.

He divorced her because she wasn't interested in anything but the house and the kids.

She married him because he was so courteous and attentive in all the little things that matter to a woman

She divorced him because he was so punctilious (observant) about little things, and so oblivious to important things.

He married her because all the other men were so impressed with her magnificent figure.

He divorced her, after the third child, because she "let herself go."

- **Don't allow children to damage your relationship.** Children are demanding and take a great deal of time and energy. Marriage should remain the priority even when there are children. The best thing any parent can do to raise healthy, loving children is to be a good role model. Children who see their parents giving love, affection, support and respect to one another instead of neglecting each other grow up more mentally healthy and happy.

- **Periodically evaluate the rules and guidelines of your relationship and be flexible to change when it is needed.**

- **Don't be reluctant to seek outside help if necessary.** Sometimes a professional, objective third person can help clear up issues that seem irresolvable.

CONCLUSION

Marriage is a problem-solving process. The more you know about marriage and the better you are at using that knowledge, the more successful you will be in establishing and maintaining a loving union. Occasionally partners are really mismatched, but our divorce rate is more a reflection of people who married for the right reasons but didn't have the right skills and tools to build their marriages into lasting commitments.

You, fortunately, will have those skills. You will be able to enjoy the loving moments, handle the conflicts and survive and grow from the crises. You will have the opportunity to make love last.

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REVIEW QUESTIONS

1. What factors are essential for increasing intimacy in a relationship?
2. What are the risks of revealing yourself to your partner?
3. How can you really get to know your partner?
4. Can conflict ever be constructive in marriage?
5. What are some ways to handle conflict?
6. Why is it important to deal with conflict when it occurs rather than keeping it in?
7. What are five of the major causes of conflict in marriage?
8. What are some of the traits of healthy, successful marriages?
9. What does commitment mean?
10. What is the best way to get your partner to stop doing something that you dislike?
11. Why is play and laughter important in marriage?
12. What is meant by a balance of separateness and togetherness?
13. What are some things partners can do to make love last?

DISCUSSION QUESTIONS

1. How would you describe your parents' marriage?
2. What would you to do to make your marriage last?
3. Which of the suggestions in the chapter do you feel are most important? Are there any suggestions that you do not agree with or would feel uncomfortable doing?
4. Write a short essay explaining why you think marriages are failing.
5. Write a short essay about what marriage means to you.

STUDENT ACTIVITIES

WHAT IS INTIMACY?

A CHECK LIST*

The following is based on the six key elements necessary for a lasting intimate relationship. Check one of the three possible statements under each heading.

PART I **Learning to Love**

1. True Love
   - A. is something that lasts a lifetime.
   - B. is based on liking and knowing a partner.
   - C. means that saying "I love you" is enough.
2. A love relationship
   - A. is always complicated and usually leads to pain.
   - B. can be enjoyed simply at times.
   - C. doesn't have to be realistic very often.
3. Being "in love"
   - A. remains constant throughout the lifetime of marriage.
   - B. is enjoyable but mates usually move on to a different kind of love.
   - C. never happens to intelligent people.

PART II **Learning to Accept Differences In a Companion**

1. In a good relationship, partners
   - A. always find companionship by doing things together.
   - B. respect and sometimes enjoy each other's differences.
   - C. always try to prevent conflict by pleasing their mates.
2. Companions who find intimacy together
   - A. overlook the differences they see in each other.
   - B. are able to recognize "irreconcilable differences" between them.
   - C. find romantic love more important than friendship.
3. Love makes it possible to
   - A. change the characteristics you don't like in your partner.
   - B. take your companion at face value.
   - C. depend on your mate to always understand you.

PART III **Learning to Communicate**

1. Companions have good communication if
   - A. they know what the other is going to say before he or she says it.
   - B. they openly share their feelings and thoughts about most things.
   - C. they tell each other everything they think and feel.
2. The feelings aroused while communicating with a mate
   - A. have little to do with solving problems.
   - B. are always an important part of decision-making.
   - C. have to be given special consideration in dealing with a female partner because women are more emotional.

3. Quarreling with a mate over trivial matters
    - A. indicates poor communication.
    - B. can clear the air so rational discussions are possible.
    - C. usually indicates what really bothers him or her.

PART IV **Learning to be Fair as a Couple**

1. When beginning a love relationship, most couples
    - A. understand one another's assumptions about living together.
    - B. gradually find out what a partner expects.
    - C. are better off telling a partner how everything is going to be from the beginning.
2. Negotiation is a part of living together
    - A. only when one does not wish to make a commitment.
    - B. throughout the lifetime of a union.
    - C. only when problems arise.
3. Learning to be fair in a relationship means
    - A. deciding who get his or her way more often.
    - B. one wants as much satisfaction in living for a partner as one does for himself or herself.
    - C. giving much more than one receives.

PART V **Learning to Be Free Together**

1. Personal freedom means
    - A. one has to be single.
    - B. freedom with a mate where individuality in each is respected.
    - C. doing all the things one wishes without considering the consequences.
2. Living together is different from marriage because
    - A. one does not have to make any kind of commitment.
    - B. sometimes one's legal rights are not protected.
    - C. it doesn't result in grief when you break up.
3. Emotional freedom is found more often when you are able to
    - A. date as many people as you wish.
    - B. be self-directed though married.
    - C. get away from responsibilities with other people.

PART VI **Finding Intimacy Together**

1. Intimacy indicates
    - A. you have a good sex relationship.
    - B. you can be close to your mate easily most of the time.
    - C. your relationship with your partner is always the same.
2. Closeness with a partner comes when you
    - A. have done everything to please your mate.
    - B. are able to simply enjoy one another's company.
    - C. ask your partner to be more affectionate.
3. Intimacy has nothing to do with
    - A. feeling equal to your partner.
    - B. differences between mates in abilities and intelligence.
    - C. self-acceptance.

HOW TO SCORE: The correct answer for all eighteen questions is B. Check the six headings to see on which set of three you did the best. These are indicators of your strongest areas in an intimate relationship. The area where you missed one, two or three under a heading you may want to explore further.

(Source: adapted from the book Finding Intimacy: The Art of Happiness In Living Together, © 1978, Herbert G. Zerof, reprinted with permission of Random House Inc. 201 E 50th Street, NY 10022)

THE LEISURE GAME

How would you spend your leisure time if you and your marriage partner could plan ahead for a year? Choose a partner in your class and complete the exercise below.

Without conferring with your partner, check below the eight leisure activities you think you would enjoy doing most with your partner. Choose items from the list or add activities of your own.

go to the movies
go to the football game
watch television
go to a dance
play tennis or golf
go ice skating
go bowling
go to the beach
visit friends
go for a bicycle ride
play cards
go to the races
visit relatives

go to a party
stay home and talk
go to a play or a musical
listen to records
go horseback riding
take a weekend trip
go skiing
go water skiing
go camping
attend a sports event
go out to dinner
Other:____________________
____

Now list your eight preferences in the spaces provided below.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________

Now compare your list with your partner's. Discuss your preferences and settle on eight activities that you both agree on.

1. ______________________________ 5. ______________________________

2. ______________________________ 6. ______________________________

3. ______________________________ 7. ______________________________

4. ______________________________ 8. ______________________________

(Source: Adapted from Guidebook for Marriage & the Family by Robert K. Kelley, N.Y., Harcourt Brace Jovanovich, Inc, 1974)

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TEACHER ACTIVITIES: MARRIAGE

1. Early in the course, have students select a mate among those enrolled in the class. They will be "married" to that person in a civil ceremony during class time. Their roles (age, sex, race, employment status, etc.) and a series of crises or "episodes" sometimes found in American marriages will be assigned by you. Have each couple resolve a crisis or problem during meetings outside class time. If they cannot resolve it satisfactorily, they may ask for a divorce. Here are areas to choose from. You may add to the list.

COLUMN ONE	COLUMN TWO
1. Decision to have child or children	1. The woman has a full-time career
2. If pregnant, an abortion will occur	2. Spouse is a "workaholic"
3. Discovery of an extramarital affair	3. Disagreement over choice of your partner's friends
4. A distant move is necessary for job advancement or major employment	4. A home is chosen
5. You discover your partner is an alcoholic	5. Partner suggests "swapping" with friend's spouse or partner
6. Physical abuse inflicted by spouse	6. Child or children are having serious school problems
7. Income-outgo is seriously imbalanced	7. Decision to dissolve the relationship but one partner seriously objects
8. A serious accident or episode of ill-health occurs	8. Relatives (in-laws) are causing serious problems capable of hurting the relationship between partners
9. A decision is made to adopt a child	9. Arguments occur over how children are to be reared

Have students discuss the choices they have made with their partners and decide the best possible courses of action. Explain how these episodes are to be handled and why they are to be handled that way. Have them clearly indicate how each would deal with the various crises with which they are confronted.
Source: (Adapted from Professor Richard Levinson, Emory University, Atlanta Georgia)

2. Trust Walk

Have one person lead another around and/or through the *"environment"* where your group is meeting. The person leading should take the person being led by the arm or the hand and lead him or her around. The person being led should keep his or her eyes closed. No particular order should be imposed on who leads whom around the room.

This is an experiment in trusting and being trusted by another person. Being "blind" and dependent upon another person to lead us involves taking some risk and surrendering some control to that person. On the other hand, to have another person close his or her eyes and let us lead expresses a lot of trust Ask students these questions after they have completed the exercise.

a) What were your feelings when leading the other person around?
b) How did the other person respond to your leading them? Were they confident or hesitant?
c) What impressions did you get of the other person as you were leading him or her?
d) Which did you like better, leading or being led?
e) What were your feelings when being led?
f) What role does trust play in your relationship with other people? When you say "I trust you," what does that mean? How is trust developed in a relationship?

3. Couple Simulation

Format: Each "couple" is expected to meet outside of class and try to reach agreement on each of the topics listed below. A couple may decide to drop a topic in order to spend double time on another or may substitute another topic for one listed. Have them report what the two of them have agreed on, what they disagree on, and what they are learning from the interaction with their partner.

WEDDING PLANS: Do you want a big formal wedding, a small simple one, to just elope or live together unmarried (in which case, tell how you will deal with the hassles involved and what agreements you will have with each other)?

EXPECTATIONS AND AGREEMENTS: What kind of lifestyle do the two of you want together? What will your likely occupations and incomes be? Who will do what jobs in the house and yard? What will you do for fun? How will you reach decisions and solve problems? To whom might you turn for help? What about rules, values and religion? Pets, friends, in-laws? How open a marriage?

CONFLICT: Pick a particular topic to disagree on. How will you handle it? (Will you fight, argue, discuss, etc.) Who makes the final decision? What do you do if you can't resolve the problem.

PLANS FOR CHILDREN: Do you want any children? Why do you want them? If so, how many? When? What preparations will you need to make? Natural childbirth? Will you nurse the baby? What principles will you both use in raising the child? How will you discipline? What rules will you have? How will changes in the rules be made? What about pets, sports, music lessons? How will parenthood affect your lifestyle? If no children, why not? How will not having them affect your lifestyle? Your relations with relatives? What satisfactions do parents get, and how can you make up to yourselves for missing out on them? How will you use the freedom you gain?

CRISIS: Make plans for dealing with one of these situations: (a) Divorce. If you should develop irreconcilable differences, how would you work out division of property, care of children and visitation rights, relations with friends and in-laws? How would you deal with bitterness toward each other and how would each rebuild a separate life? (b) Death. Make up a will for each of you. Consider also what should happen if both of you should die about the same time. What should happen to your various kinds of property and to the children? What insurance, trusts, or other arrangements would help? What kind of funeral would each of you like and what would it cost? (c) Other crises. Disabled spouse, handicapped child, taking over care of your sister's three children—or you think up one.

(Adapted from Professor Bruce Pringle, Southern Methodist University,Texas)

SEPARATE BUT EQUAL IDENTITIES

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain and understand what is meant by *"a balance between separateness and intimacy"*.
- Identify and explain the different types of relationships.
- Identify and explain which relationship style appears to be the most advantageous and productive.
- Understand the importance of establishing an *"egalitarian"* relationship with their partners.

SEPARATE BUT EQUAL

> **"I want to love you without clutching**
> **Appreciate you without judging,**
> **Join you without invading,**
> **Invite you without demanding,**
> **Leave you without guilt,**
> **Criticize you without blaming,**
> **And help you without insulting.**
> **If I can have the same from you,**
> **Then we can truly meet and enrich each other."**
>
> ("Goals for Me" by Virginia Satir © 1973; used with permission of Celestial Arts, POB 7327, Berkeley, Ca. 94707)

Sharing your life can be one of the most rewarding experiences you will ever have. Having a partner with whom you can share your innermost dreams, fears and aspirations can make even life's toughest burdens easier to bear.

Do I Have To Give Me Up To Be Loved By You? is the title of a book, but it is also a major issue in almost every relationship.

The problem of how to share your life without losing yourself, your individuality or your identity is one that people struggle with throughout the lives of their relationships. Can you find ways to meet your need for separateness, your need to fully develop your own potential and still grow close and maintain intimacy with another? Can it be done without losing yourself in the process? The answer is yes.

INTIMACY VS. SEPARATENESS

While not easily achieved, the delicate balance between separateness and intimacy is essential to the health of a relationship. Kahlil Gibran expressed a vivid description of this balance in the following excerpt from his poem, **The Prophet**:

> **Then Almitra spoke again and said, And what of Marriage, master?**
> **And he answered saying:**
> **You were born together, and together you shall be forevermore.**
> **You shall be together when the white wings of death scatter your days.**
> **Aye, you shall be together even in the silent memory of God.**
> **But let there be space in your togetherness,**
> **And let the winds of the heavens dance between you.**
> **Love one another, but make not a bond of love;**
> **Let it rather be a moving sea between the shores of your souls.**
> **Fill each other's cup but drink not from one cup.**
> **Give one another of your bread but eat not from the same loaf.**
> **Sing and dance together and be joyous, but let each one of you be alone.**
> **Even as the strings of a lute are alone though they quiver with the same music.**
> **Give your hearts, but not into each other's keeping.**
> **For only the hand of Life can contain your hearts.**
> **And stand together yet not too near together:**
> **For the pillars of the temple stand apart,**
> **And the oak tree and the cypress grow not in each other's shadow.**

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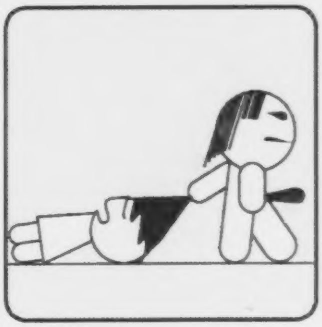
TYPES OF RELATIONSHIPS

Therapists and sociologists have identified various styles and patterns of relationships that have evolved over the years. Each pattern determines roles each partner plays.

Let's examine and explore how these relationships have evolved and what purpose they serve.



Traditional/Patriarchal - In this type of relationship, which is also known as *"owner property,"* the male is always the provider or breadwinner and the female is the caretaker. She is responsible for child care and rearing, providing sex, housekeeping, recreation and therapy, if necessary. Generally, a woman in this kind of relationship marries prior to developing her own identity. Living through her husband, she simply takes on his identity. It is common for a woman in the patriarchal relationship to introduce herself as Mrs.John Doe because that's who she is....not Jane Doe. She lives through his economic and occupational status and his power in the community. In most cases, she has no financial identity apart from the marriage. All credit and bank accounts are in his name. In other words, she gives herself up to be what her husband wants her to be. She is *"lovingly"* possessed by her partner.

What eventually happens in this kind of relationship is that the male feels tremendous pressure and stress and sometimes even becomes seriously ill as a result of being overburdened with responsibility. He is not only responsible for his own needs, but also those of his partner. For the woman, she ultimately feels suffocated because she has given up her own values and has repressed her individual needs and desires. The women's movement was in some ways borne out of this crippling relationship. Love does not under any circumstances give one person ownership of the other. In reality, the less you feel possessed by your partner, the more likely the relationship is to survive.

Social Exchange - In the social exchange relationship, the couple negotiates—usually non-verbally—based on equal exchange of individual advantages. In other words, one partner might say, *"I will give you money or a beautiful home, if you will take care of the children."* It is almost as if each partner enters this relationship for personal benefit or gain similar to entering into a business relationship.

Other extremes of social exchange might be the marriage of an American with someone from another country for the sole purpose of allowing the foreigner to remain in this country. Or a single woman marrying a man just to father a child. The trouble with social exchange is that it may cause too much individualism. Both partners become so concerned with their own well-being that they lose track of their partner's well-being. It is true that each keeps his or her own identity, but at what cost to the relationship?

> **"Can that be Love, that drinks another as a sponge drinks water?"**
> **-William Blake**

Enmeshed Relationship - In this relationship, each partner sacrifices his or her own individualism for the security of mutual dependency. Both may suppress so much of their individual needs that each deprives him or herself of personal freedom and growth. This is the kind of relationship that couples who are threatened by differences usually establish. If they perceive difference to mean one partner is wrong or that a difference of opinion means their partner doesn't love them, they will feel safe in an enmeshed relationship. Both partners tend to forfeit their point of view to please the other. It is only a romantic illusion that you and your partner must be identical in thought, feelings and desires. Actually, those who welcome differences generally gain from the variety of the experience. Partners can be enriched, broadened and challenged by their partner's different talents, interests and achievements.

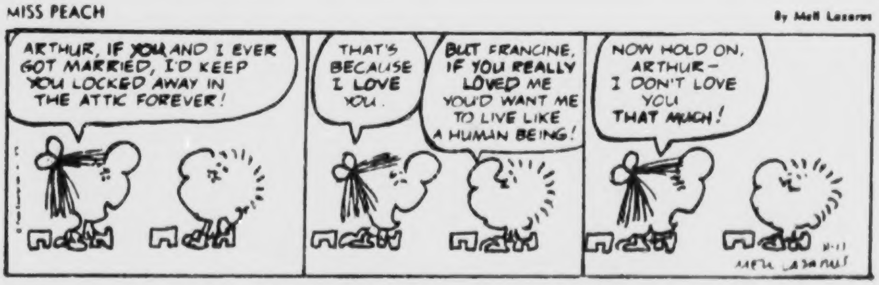
There is a quote of unknown origin which says, *"Two people wrapped up in each other make a very small parcel."* A healthy and strong relationship is rarely a complete union when two people totally merge into one. In mathematics, it takes two halves to make one whole, but a relationship needs two complete, whole people to survive. This poem from **How To Survive The Loss Of A Love** demonstrates that:

I must conquer my loneliness alone.
I must be happy with myself or I have nothing to offer.
Two halves have little choice but to join;
and yes, they do make a whole.
But two wholes when they coincide...
that is beauty.
That is love.

This is not to suggest that you shouldn't attempt to meet each other's needs. Each partner must understand that showing concern and caring is different from self-sacrifice. Giving love freely is different from giving it out of guilt or obligation or because it's expected. When you're free to be yourself, love flows. When you're afraid of losing yourself, you hold back love.

In the *"enmeshed relationship,"* each partner may be afraid of losing the other. Generally, there is a lack of self-esteem on both parts. If you don't think you're good enough to be loved, then you won't be free to be yourself without fear of losing your partner. Margaret and Jordan Paul wrote about caring for a partner without losing yourself in *Do I Have To Give Me Up To Be Loved By You?:*

> **"You cannot become truly intimate with another if you lose yourself. A deep, loving connection occurs only between two people who are not defensive, who are not threatened by each other's feeling, who can flow together without feeling overwhelmed by each other. The less you fear being possessed by the other and the more you know you can survive losing the other, the more you can be open. When you are deeply afraid of losing yourself and your partner, you are going to hold something back."**


MISS PEACH
By Mell Lazarus
ARTHUR, IF YOU AND I EVER GOT MARRIED, I'D KEEP YOU LOCKED AWAY IN THE ATTIC FOREVER!
THAT'S BECAUSE I LOVE YOU.
BUT FRANCINE, IF YOU REALLY LOVED ME YOU'D WANT ME TO LIVE LIKE A HUMAN BEING!
NOW HOLD ON, ARTHUR — I DON'T LOVE YOU THAT MUCH!
MELL LAZARUS

Courtesy of Mell Lazarus © 1994 ML

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Is there a kind of relationship where each is free to be his or herself, to reach his or her own goals while still maintaining love and intimacy? Is it possible for a relationship to support personal growth and individuality while at the same time offering emotional support, a sense of caring and closeness? There may be! In the last 15 years, we have experienced, in greater numbers, the emergence of a new kind of relationship, commonly referred to as *evolving or egalitarian.*

Evolving or Egalitarian - Within this relationship, each partner is free to explore his or her independent self, while also experiencing intimacy and closeness. Since freedom and intimacy are as important to a relationship as food and sleep are to the body, both must be present for the relationship to grow.

In this setting, each partner encourages self-expression and understanding. Each recognizes the need for space and privacy, the need to spend time alone or with one's own friends, the need to pursue individual interests or activities separate and apart from the other. Both understand that balance is the key. They can move apart and come back together, so that each receives feedback from a variety of sources. They know they can't be all things to each other and that if they try, they may get bored quickly.

This relationship is based on a mutual commitment to loyalty and trust. Initially, each must personally define what commitment means. If one believes it means total exclusivity and the other disagrees, then the commitment has little meaning and will probably become a source of conflict.

In the past, certain household tasks were considered feminine (washing dishes, cooking) and others masculine (mowing the lawn, washing the car). In an evolving relationship, rigid gender roles have been replaced with flexible ones. This doesn't mean that they divide all tasks equally, only that the division of task assignment is fair.

> *Rodney and Wanda have agreed to share household tasks because both work full-time. Wanda hates to vacuum so she asks Rodney to do it. He agrees even though he will now be doing more than his share that was agreed upon. To balance their workload, Wanda agrees to do the shopping every week even though they had originally decided to take turns.*

This relationship seems to work better when each partner has a job and contributes financially. If neither is dependent upon the other for economic necessities, then personal fulfillment and emotional satisfaction become more important and easier to attain. If both work, then they share expenses, housekeeping, child rearing and financial decisions. Historically, wives in black families have been employed outside of the home. Out of necessity, the black male was compelled to share many roles. Though not out of choice, many blacks experienced the flexible role aspect of the egalitarian relationship long before the term *"equal relationship"* evolved.

If at some point, a joint decision is made for one to stay home and tend to the home or children, if there are any, then that person's contribution should be recognized in some way, possibly even monetarily. Historically, housewives often struggled for their self-respect because society downgraded that role and the value of homemaking and motherhood. Today, that struggle is no doubt shared by househusbands. In an egalitarian relationship, the person working primarily outside the home respects and supports the more housebound partner because they both have decided it is in the best interests of the family. Both understand that the at-home role, though very different from the more career-oriented, is equally as important. Because the houseperson does not get a regular paycheck from an outside employer does not mean his or her contribution to the family is any less significant.

In some egalitarian marriages, women may choose to keep their maiden names or possibly combine it with their mates in hyphenated form (Smith-Jones). This may be particularly important to the career woman who has established herself or has gained recognition under her maiden name. Sometimes, both have their own bank and charge accounts along with joint accounts. Individual accounts offer two advantages. First, it allows each partner to be financially independent and not feel dependent on the other for economic survival. The second advantage is to the woman. In the event of divorce or husband's death, she will not experience the problems of the more traditional *"displaced woman"* who has no access to credit or financial privileges.

In this new kind of relationship, women have demanded not only equal rights, but also greater communication, sharing of feelings, companionship and intimacy. What men have realized is that being a part of an ever-evolving relationship has given them more freedom. Men are beginning to say, *"If it is all right and safe to really be myself, and not the strong, masculine person that I was told I had to be...then I can be human too. I can show my fears, release my emotions, enjoy intimacy with my partner and children and still be free to reach my full potential. And if my partner is sharing economically, then some of the financial burdens can be lifted off me."* Noted psychologist Carl Rogers wrote the following about first being yourself before being able to give love freely to your partner:

> **"Perhaps I can discover and come closer to more of what I really am deep inside—feeling sometimes angry or terrified, sometimes loving and caring, occasionally beautiful and strong and wild and awful—without hiding these feelings from myself. Perhaps I can come to prize myself as the richly varied person I am. Perhaps I can openly be more of this person...Then I can let myself be all this complexity of feelings and meanings and values with my partner—be free enough to give of love and anger and tenderness as they exist in me. Possibly then I can be a real member of the partnership, because I am on the road to being a real person. And I am hopeful that I can encourage my partner to follow his or her own road to a unique personhood, which I would love to share."**

CONCLUSION

Research is beginning to substantiate that in marriages (or relationships) where each is free to be him or herself, where each is provided with private time and where freedom and intimacy flow interchangeably, a much stronger bond and commitment is formed. Consider whether you want to be in any kind of relationship in which one controls the other, in which one is dependent on the other, in which each fears losing the other, or in which both give up their own identity for the welfare of the relationship. Then consider the alternative, a relationship in which both give and receive freely, depend on each other without leaning, share tasks equally, and are free to be themselves without fear of losing each other or of losing themselves. Which would you choose?

LOVE IS...
Making marriage an equal partnership

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REVIEW QUESTIONS

1. Explain the following relationships:1) Patriarchal or Owner Property, 2) social Exchange, 3) Enmeshed Relationships and 4) Evolving or Egalitarian.
2. Is it important for each partner to have his or her own friends and interests? If yes, why?
3. Is it important for partners to have time alone? Why?
4. Is it possible for two people to share their lives without losing their identities?
5. Why is it important for a relationship to be composed of two whole people?

DISCUSSION QUESTIONS

1. Do you believe you can love and live with someone without losing your own identity?
2. How do you feel about the different types of relationships? Which do you think you'd choose? Do you know people who are in any of these relationships?
3. Do you think women who stay home to care for the home and children should be paid?
4. Do you believe men and women should share equally in household tasks if both work?
5. If you believe that freedom and intimacy are essential to a healthy relationship, write a short essay explaining why you think it is important. Discuss in class.
6. Write a short essay on the kind of relationship that you would like to have. Discuss in class.

RESOURCES AND REFERENCES

Articles:

"Staying Together," New Woman Magazine.
"Balancing Needs For Separateness/Connectedness: Implications for Family Therapy," Celia Fergusen, M.S., Priscilla White, Ed.D; University of Tennessee.
"Marriage Patterns," David Mace.

Books:

Equal Time: Maintaining A Balance In Today's Intimate Relationships, Genevieve Grafe Marcus, Ph.D, Robert Lee Smith; Frederick Fell Publishers, Inc., 1982.
Do I Have To Give Me Up To Be Loved By You? Jordan Paul, Ph.D and Margaret Paul, Ph.D; CompCare Publications, 1983.

TEACHER ACTIVITIES: SEPARATE BUT EQUAL

1. Have students pair up, preferably male/female, and take the following positions that reflect the different types of relationships.

   A. Patriarchial or Owner Property
   Man standing up with woman on the ground (as a man with his dog). 1)Have him role play—giving orders and telling her what to do, or 2) have her cling to his leg while he tries to walk.

   B. Social Exchange
   Have them role play each making a request and granting the other's request and then going off on their own.

   C. Enmeshed Relationship
   Have them hold each other, almost smothering one another so that neither is free to do his or her own thing. Have them role play feeling dependent, each willing to do anything for the other out of fear of losing him or her. There should be no space between them at any time.

   D. Egalitarian
   Have them begin by holding hands, hugging and then separating completely, going off alone and then coming back together again and hugging. This can be done with or without words.

   (Adapted from the work of Virginia Satir.)

2. Demonstrate how a relationship can be close and intimate as well as have space and freedom. Slowly exaggerate hand clapping by bringing the hands far apart and slowly bringing them together again. Explain that when the hands are together, it reflects the intimacy in a relationship when two people come together out of love, and the separated hands reflect the space each must have to grow as individuals. Explain, while slowly clapping, that it is the ability to come together while also having space and freedom that allows a relationship to grow.

   (Adapted from the work of Sam Keene, psychologist and author.)

POWER

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain the cycles of power.
- Explain how power is used in various relationship styles.
- Identify, explain and give examples of positive and negative power.
- Identify and explain different types of power struggles.
- Identify and explain some ways to avoid power struggles.

POWER

Power is defined as having control, authority or influence. It would seem reasonable, then, that we would want to have control over our own lives and would do almost anything to protect ourselves from being controlled. Losing control or power might feel like a loss of integrity. But the struggle begins when we decide that we want control over someone else's life.

POWER STRUGGLES

Power struggles begin almost at birth when an infant wants to be held or fed at the moment he or she wants it. They continue with toddlers when they compete for a toy, none willing to let go. The terrible twos are a constant power struggle because the child is beginning to assert him or herself. Then come the teen years, the ones you are experiencing right now. This is the time when you don't want or think you need anyone, particularly authority figures (parents and teachers), to tell you what to do. You'd appreciate it if people would let you learn by your own mistakes. It's not that you really believe you know it all, but you want some control over your own life. That's reasonable. The need to control your own life is essential if you are ever going to develop and retain your own identity...your own unique individuality. That strong need will always be there and will always be a source for a power struggle.

MAN AND WIFE NOTHING....
MAKE THAT WOMAN AND HUSBAND

EQUAL POWER VS. POWER STRUGGLES

It would seem natural that each partner in a relationship needs and wants equal power. When power struggles arise, as they will even in the most equitable relationship, they can be destructive if the balance is not restored quickly. Power struggles can cause loving feelings to rapidly fade.

The power structure need not be permanent or rigid. It will inevitably change during various life and marital cycles. There are a number of characteristics that influence the balance of power: *personality, age differences, income, educational differences, male occupational status, female employment status, presence of and number of children and stage of life and family cycle.*

POWER CYCLES

How do these characteristics affect the balance? Let's follow the marital/life cycle. In the beginning, when both work, power may be fairly equal. The male may have a little more power because his earning power is traditionally greater. Often income and power are perceived to be synonymous, which is why working women seem to have more power than housewives. If a woman stops working to raise children, she becomes more emotionally and financially dependent. She may lose some of the power she had as a wage earner. Too often her contribution at home is not recognized as valuable. This is partly because we live in a society where money determines value. Men seem to have more respect for people who work at paying jobs. The female's power may decline even more as the number of children increases. This may not be necessarily true for the black female, who often has held equal or even greater power because of her role and status within the family. She, generally, works throughout the marriage.

During child-rearing years, the male has more power—particularly if the female stops working. The less dependent partner will always have more power. Another cycle that reflects power is the *"empty nest"* syndrome, when all the children have grown up and left home. At that time, both partners may feel some loss of power in their loss of function and identity as parents. However, if the female has never worked and totally defines herself by her parental role, then the loss may be much greater for her. The only source of power she may have had was control over the children.

POWER AND TYPES OF RELATIONSHIPS

Traditional: In partriarchal families, it was accepted that the male had all the power. And the best way to *control* a woman was to keep her *"barefoot and pregnant."* That was a popular expression before equality of the sexes became an issue.

Another way power has been expressed in some traditional families is through violence or even the threat of it. Physical violence is definitely a source of **negative** masculine power. This is a male's way of saying, *"I'm the boss, I have power over you. I can control you."* Unfortunately, battered women feel as if they are powerless to stop the abuse.

Social Exchange: In this relationship, each partner gives the other power so that he or she may have a turn to be the powerful one. In some ways, the exchange may seem balanced, but in actuality each is competing for his or her turn to be in control.

> *John asks Mary to run an errand for him even though he knows her schedule is full. She reluctantly gives up her power to say NO and agrees. As she goes out the door, she hollers, "You owe me one!"*

Enmeshed: Partners in this relationship basically give up all their power. They are afraid of using it for fear of rejection or even of losing the partner. In other words, the need to avoid confrontation is stronger than the need to be in control over their own lives.

> *Robert suggests going to a movie to Brenda. He asks her what she would like to see. She says, "It doesn't matter, whatever you'd like to see." He says, "Well, what kind of movie?" Again she says, "Anything you pick will be fine."* Forced to pick a movie and feeling frustrated, Robert finally selects a movie he thinks she may want to see—rather than one he particularly wants to see.

The result is that both have given up their power. Neither is having individual needs met and both are feeling distant because of the discomfort of the situation.

Egalitarian: This relationship allows both partners to be in control of their lives all the time. Power struggles have the opportunity to surface here more often than in any other kind of relationship. People know they have the right to feel and believe as they do and so there will be times when conflict will arise simply because partners don't always agree. Disagreement can be the basis for many power struggles if either partner believes that to win or to be right, the other has to lose or be wrong. Power struggles only become battles if you have to prove the other wrong in order to "*win.*" In this relationship, both know that for either of them to win, both have to win. If one loses. . . both lose!

> *Juan and Maria are having a discussion that's getting rather heated. They're talking about having a party. Maria wants to have a small intimate group and Juan wants to have an open house. Each is trying to prove that his or her plan is better and that the other's is stupid. Instead of trying to work together, each is trying to prove his or herself right and the other is wrong. Maria finally says, "Let's just forget the whole idea and not have a party at all." The result...they both lose.*

Because people in egalitarian relationships know the importance of openly communicating their feelings and needs, they're more able to find a compromise to problems before they become power struggles.

> *Ron and Sharon are trying to decide where to go on vacation. Each has his or her own idea of where to go. Sharon wants to visit New York City to enjoy the night life and sightsee. Ron wants to go to the mountains and relax. Their conversation might sound like this. Sharon says, "I'd really love to go to New York. It's such an exciting city." Ron says, "I'd really like to unwind and just relax. I've been working some pretty long hours." Sharon says, "Well, we have two weeks. Why don't we take a week now and go to the mountains so that you can relax. Then we can take the second week in the Spring. New York is so pretty then and you'll be more rested." Ron says, "That's a great idea. Thanks for being so thoughtful and understanding." Sharon responds by saying, "You're welcome, but that's what love means to me...compromising without giving up my needs."*

There is usually a workable solution in which neither partner has to give up his or her needs or feelings.

Positive Power

Researchers have identified that there is positive power as well as negative power. Positive power contributes to your self-esteem and gives you control over your own life. Negative power allows you to occasionally get what you want by acting out negative behavior. It usually is a response to feeling powerless. In the book, *Equal Time*, authors Marcus and Smith explain power this way: *"Positive power is derived from any ability, resource or asset that you possess. Positive power allows you to negotiate from strength rather than manipulate from weakness.* "The book explains the following ways that you can gain positive power:

EDUCATIONAL POWER: The more knowledge and information you have, the easier it is to draw from your strengths. Knowledge can also contribute to the other characteristics of positive power.
ACQUIRED POWER: Through education and the learning of new skills that make you an expert in a particular area, you acquire positive power.
ECONOMICAL POWER: With good skills and education, which will in themselves increase your earnings, you can buy or pay for power.
EMOTIONAL POWER: By attracting others to care for you (friends and lovers), you build positive emotional power.
INTERPERSONAL POWER: By developing good social skills, such as learning to communicate effectively or building a strong sense of self-esteem, you gain positive power.

Negative Power

When you use negative power, you are generally trying to get your partner to do something he or she doesn't want to do. Unfortunately, we use these techniques too often. Some of the ways that we attempt to manipulate are: *sarcasm, accusations, nagging, shouting, insulting, crying, threatening, withdrawing affection, giving the silent treatment and withholding information.*

> *Charles invites Sarah to go to an office party with him. Sarah doesn't know many of the people in his office and the few she does, she doesn't like. So she turns down his invitation. Charles, feeling hurt and rejected, responds by saying, "Well, there will be plenty of great looking girls there. If you don't go, I'll just have to dance with them and who knows where that might lead." Sarah, believing her relationship will be threatened by her refusal to go to the party, decides to go even though she doesn't want to.*

When we use negative power, we often act out destructive behavior patterns toward ourselves or others. Such behaviors include *getting drunk or high, overeating and getting fat, attempting suicide and using physical violence.*

> *Brenda asks Harry to take her out to dinner. Harry says he has to work and doesn't have the time. Brenda, feeling hurt and rejected, wants to get back at him. When he comes home later, he finds her drunk. In her attempt to punish him, she ends up hurting herself more.*

TYPES OF POWER STRUGGLES

In explaining the way we use power to control other's lives, psychologists and authors Margaret and Jordan Paul have identified three types of power struggles in their book *"Do I Have To Give Me Up To Be Loved By You?"*:

COMPLIANCE: One partner does whatever the other partner wants to avoid disapproval or rejection and in the process gives him or herself up—that is, loses his or her own identity.

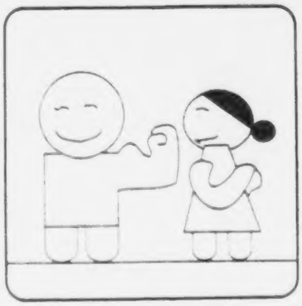
CONTROL: One person tries to change the other and make that person do what he or she wants. The dominating partner usually uses negative power to gain control and create fear.

INDIFFERENCE: To avoid being controlled or disapproved of, one partner withdraws. He or she may overwork, watch too much television, sleep, go into a depression, take drugs or drink...anything to avoid the partner's control.

Any combination of these types of power struggles can be devastating to a relationship. Let's look at some typical patterns:

CONTROL-COMPLIANCE: One partner is in control and the other simply gives in and gives him or herself up in the process. Here's what eventually will happen.

Leroy is always making demands of Carole. She meekly does whatever he asks. Sooner or later, Leroy is going to get bored because he wants a partner who stands up to him and expresses her own needs. Or Carole will get so angry at Leroy, even though she's really angry with herself, that she completely rebels. She may even feel that she has no other choice but to leave.



INDIFFERENCE-INDIFFERENCE: Both partners withdraw to avoid conflict or to avoid being controlled. They give up wanting very much fromone another.

Mel and Marie have been together for a few years. The first few years they fought a great deal. Whenever Marie asked Mel to do something, he would give her an argument and vice-versa. Finally, the only way they knew to handle the situation was to withdraw from each other and make few, if any requests. Eventually they will become strangers living under the same roof, neither one of them having any of their needs met.

CONTROL-CONTROL: Both partners need to win, so there is a constant battle with both competing for power. Neither listens to the other; consequently, no one has any needs met because each is too involved with making him or herself right and the other wrong. In such a case, no one can win.

Sue and Tony both like to be right. If he says something is black, she says it's white. When he says, "Let's have Italian food," she says, "I'd rather have Mexican food." They end up eating at home. The tug of war goes on, and again no one has any of his or her needs met.

CONTROL-INDIFFERENCE: One partner constantly tries to win. The other withdraws and resists. The more one pulls, the more the other pulls back and withdraws. As long as one partner continues to resist, the more the other feels rejected and tries even harder to control. A vicious cycle develops.

Netta never felt loved as a child. Now that she's married to Edward, she tries to get love by control—by demanding it. Though Edward loves her, he finds it difficult to meet her demands and withdraws. In turn, Netta feels rejected and unloved and demands even more. The result, Netta still feels unloved and she and Edward never have any of their needs met.

Do you see yourselves in any of these behaviors? Probably all of us are guilty of some of these behaviors at different times in our lives. What can you do to avoid power struggles and still ensure that you have your needs met? Here are some alternative behaviors to try:

- **Understand that everyone feels the need to be in control of his or her own life.** No one likes to lose control, be controlled or be wrong. It just doesn't feel good.
- **Respect your partner's differences.** Your partner will probably not feel the same as you about a lot of issues. He or she will also not like all the same things you like. Just because your partner feels or thinks differently doesn't make him or her wrong. It also doesn't mean that your partner is rejecting you or that he or she doesn't love you. Differences are healthy. Your relationship can be enriched by enjoying and respecting those differences. They don't always need to lead to power struggles.

"My love must be willing to let you grow in directions I haven't traveled. If I don't give you this freedom, my love is only a thinly disguised method for controlling you."

Author Clint Weyant wrote this about control and power in *"Thank You For Being:"*

- **Be aware of and evaluate the times you feel controlled.** Ask yourself why you are feeling that way. Generally, when you are feeling powerless, you are also feeling insecure. What's going on in your life that is making you feel inadequate? Share those feelings with your partner.
- **When a partner makes a request and you feel inclined to say no, think about it.** Is the request really that difficult or distasteful? Do you really mind doing it? Or do you feel that by saying yes, you're giving away your power and allowing them to control you? Try to say yes more often. You always have the right to say no.
- **Be sure you are communicating effectively.** Often power struggles are a result of poor communication. If you think your partner said one thing, and he or she really said something else, a conflict is inevitable. Check out what you heard. If you're not sure about what you heard, say, *"Do I understand that what your saying is... or "What you're asking me is..."* If you're clear about the message and still don't agree, talk it over. Continue the discussion until you can negotiate some agreement.
- **COMPROMISE: Try to find workable solutions to what appear to be power struggles.** This isn't the same as giving in. It's finding loving ways to show your partner that you care, without sacrificing your own needs. It really works!

CONCLUSION

Living together or just being together in harmony is a challenge. Two people with distinctly different personalities, belief systems and viewpoints are going to have differences. Conflict is inevitable. But it doesn't have to lead to battles of power over who is going to win. The healthiest and most loving relationships occur when both partners win because each person wants the other to be a winner. BE A WINNER!

REVIEW QUESTIONS:

1. Explain how power changes over the marriage and life cycle.
2. What is positive power? Name some ways that you can acquire it.
3. What is negative power? How is it used? How does it harm a relationship?
4. How can communicating effectively reduce power struggles?
5. What are some ways to behave or respond that can prevent power struggles?

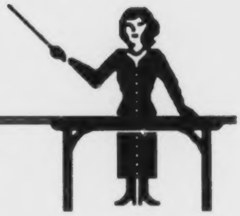
DISCUSSION QUESTIONS:

1. What issues cause power struggles in your home?
2. Is it important for you to win all the time?
3. How do you try to get your way? Do you use guilt, withdraw, make threats or do you negotiate fairly?
4. How do you feel when you don't get your way or when you give in?
5. What do you do if you don't get your way?
6. When your partner gives in to you, how do you feel? Do you feel he or she is weak?
7. If your partner doesn't agree with you, how would you negotiate?

RESOURCES AND REFERENCES

Books:

Equal Time: Maintaining A Balance In Today's Intimate Relationships, Genevieve Grafe Marcus, Ph.D, Robert Lee Smith, Frederick Fell Publishers, 1982.
Do I Have To Give Up Me To Be Loved By You?, Jordan Paul, Ph.D. and Margaret Paul, Ph.D., CompCare Publications, 1983.
The Intimate Enemy: How To Fight Fair in Love and Marriage, Dr. George Bach and Peter Wyden, Avon Books, 1968.
Gender Roles and Power, Jean Lipman-Blumen, Prentice-Hall, Inc., 1984.



TEACHER ACTIVITIES: POWER

1. Have students role play various power struggles. Set the stage by assigning each student a different point of view about the selected topic. Pair students up and let them try to negotiate an agreement.

2. Objective: To recognize the reality that although sharing equally in decisions is appealing, two people rarely want the same thing at the same time and things seldom get accomplished unless one person has primary responsibility for making them happen. It may be more efficient and realistic to assign each partner primary responsibility for making decisions in different areas, whether or not the other has veto authority, than to make all decisions a matter of mutual agreement.

   Have students, with a partner, do the following:
   a. Choose and list the important areas in which they as a couple would make decisions;
   b. Establish the value that each of them places on each area; and
   c. Determine the category in which they feel the the decision-making area should fall, according to whether:

   1. Partner 1decides alone
   2. Partner 1decides, giving veto authority to Partner 2
   3. Partners 1 and 2 decide together
   4. Partner 2 decides, giving veto authority to Partner 1
   5. Partner 2 decides alone:

Tell them to make certain that in any area for which alternatives 1, 2, 4, or 5 is chosen, the partner given most of the authority is willing to accept responsibility for carrying out the decision.

Explain that the purpose of doing this is to learn to reach a fair settlement for both rather than to increase the power of one. It should be a flexible agreement, to be changed through negotiation whenever appropriate. If one of them makes a decision this time, the following decision can be made by the other.

Source: (Adapted from Richard B. Stuart, Behavior Change Systems, Inc., l983.)

TO BE OR NOT TO BE......PARENTS

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain the myths surrounding child birth.
- Identify and explain realistic expectations of childbirth.
- Identify and explain factors in childbirth decisions.
- Identify and explain the physical, emotional and financial preparations necessary before childbirth.

DENISE BRUNKUS

TO BE OR NOT TO BE......PARENTS

Our definition of family has been changing over the last few years. We used to think of a family in terms of parents and children. Today it has come to mean two or more persons connected by blood, marriage, affectional ties or even a group of people living together in one household. What this reflects is change and choice in the matter of family planning. Past generations were automatically expected to *"be fruitful and multiply."* Young couples starting out today recognize that they have choices and options about having and raising children. Today, couples are waiting longer and having fewer children than ever before.

Many couples choose to live together, sometimes as a transition period before or even as an alternative to traditional marriage. Some who choose to marry make that decision based on their desire to start a family of their own, though fewer and fewer people marry for the sole purpose of having children. Still others marry and initially or ultimately decide to remain childless. Whether you choose to have children or believe that your family is complete with only yourself and your spouse, you need to plan for that lifestyle.

In the next few chapters, we will explore the decision of whether or not to be a parent and then look at how that decision will forever affect and influence your life. We will attempt to dispel some of the unrealistic expectations and myths around pregnancy, childbirth and childrearing. Hopefully, this will help those choosing that role not only to enjoy parenting, but to be loving and effective parents while also maintaining their roles as husbands, wives and lovers. Ideally, you will find enough information here so that when you reach the stage of your life when you and your partner are ready to make family-planning decisions, you will be able to make the right decisions for you.

MYTHS AND UNREALISTIC EXPECTATIONS

Many of you will grow up believing that one day you will get married and, soon after, begin to have a family. Maybe you'll have one or two children. Maybe you think you would like to have a large family, perhaps like your parents or grandparents who may have had five, six or even more. And the fantasy with which most of us grow up is mother sitting home rocking her beautiful baby to sleep. Every morning, mother kisses daddy goodbye as he goes off to work to provide for his family. This may be the fantasy of more middle-and upper-class people, but even those in lower economic brackets dream about the way they would like to live their adult lives.

Dreams are wonderful things to have and to hold on to, but fantasies belong in fairy tales and movies—not in real life. In reality, there are trials and tribulations, as well as joy, beauty and satisfaction in raising a family. A second reality is that the economics that people have grown accustomed to and are not willing to give up or change don't generally allow mothers or fathers the opportunity to stay at home to raise their children. Fifty-five percent of the work force is made up of mothers with children under l8 years of age. One study even suggests that 85 percent of women under 18 today will work in the job market for at least twenty-five years. Most likely, childrearing will be different for you than it may have been for your parents, especially if your mother had the luxury of staying home while you were growing up.

Having children has been romanticized by our society. What most young people don't realize is that children can and do put tremendous stress on marriage, particularly if the couple isn't physically, emotionally or even financially prepared for parenthood. Few people have any idea of the financial strain of raising one child, let alone three or four. The Department of Agriculture reported in 1990 that the cost of raising a child to the legal age of 18 ranged from $33,000 to $150,000. Another report suggests those figures more than double if a child were sent to private schools and fancy colleges. They also report that parents spend 13,000 hours raising two children from birth to 18 years of age.

MYTHS ABOUT CHILDBIRTH

One of the most popular myths is that a child will help a troubled marriage or bridge an existing gap between a husband and wife. If a marriage is suffering or there is already a weak link, a baby is definitely not the answer. It will only widen the gap because the stress and strains from a new baby will put an additional burden on the struggling relationship. The tragedy is that children born into these marriages often end up living with only one parent when the almost inevitable divorce takes place.

Another myth is believing that a baby will give meaning to an otherwise meaningles existence or boring life. Having a baby can give new purpose to one's life, but if you feel that your own life is empty or that you have nothing to offer, you might want to think first about building your own self-esteem before you consider giving life to another. A mother or father with low self-worth will inevitably pass it on to any offspring. People who have little regard for their own life, generally, have little respect for anyone else's life.

One of the major reasons for much of the child abuse in our society today is that couples with low self-esteem have children without any awareness of the many difficulties—including disruption to the marriage—involved in childrearing. Tremendous adjustments are necessary in order to adequately care for and provide for a baby who will initially demand attention 24 hours a day and then take another 18 years to raise. Without positive self-worth and without being emotionally prepared, disappointment, anger, resentment and even hostility are inevitable. Unfortunately, many people do not have the coping skills to deal with disappointment when their expectations aren't met. Lack of coping skills and unrealistic expectations cause many loving parents to physically abuse their children. Their frustration, fear and inability to care for their children as they *"expected"* often brings out uncontrollable, hostile and harmful behavior.

CHILDBIRTH DECISIONS

Deciding whether or not to have children will be one of the most important, as well as difficult, decisions you will ever have to make. Most couples don't realize that making the decision to have children—how many to have, when to have them and even the age differences that you want between children—should be discussed prior to starting a family. These are decisions that will ultimately affect the course of your lives as well as the lives of your children. Like so many of the other important aspects surrounding relationships, few people recognize the importance of having realistic expectations of childbirth before jumping in. The divorce rates, abuse rates and other problems relating to the family reflect that we are not sufficiently prepared or aware of the signficance of the role of partner or parent. And remember, you can get divorced or change partners, but you can't get divorced from your children or exchange them for new ones. Once you have them, they are yours for life!! And you'll probably have them as houseguests for at least eighteen years. That is why the decision of whether to have children and how many to have is really one of the most crucial decisions of your life.

Some have suggested that people should have to apply for a parenting license, similar to a driver's license, for which you are tested. Those identified as unfit or inadequate would be prevented from becoming parents. Others believe that a course of study including human reproduction, gestation, infant care, physiological and psychological stages of child development and parenting should be mandatory for all couples planning to become parents.

FACTORS IN DECISION MAKING

Today, with more effective and more obtainable birth control and the advent of the women's movement, men and women alike have more choices available about if or when they want children. Let's look at some reasons that affect or influence a couple's decision to have children.

- **Love of children.** This is certainly one of the most popular reasons for having children and, hopefully, also one of the most important.

- **To have children to give love to and receive love from.** Some people, usually those with high self-esteem who received a lot of love themselves as children, have a great deal of love to give and one way for them to express it is to have children.

- **Family pressure.** It is not unusual for parents or other family members to begin pressuring their children if they have not had children after the first few years of marriage. Their attitude may be partially because their own parents expected them to have children right away once they married. And most parents look forward to being grandparents. Many aging parents want to enjoy grandchildren while they are still active or healthy.

- **Peer Pressure.** When a couples' friends start having babies, the pressure may be greater and their own desire to have a baby may become stronger. They may feel a little jealous or feel uncomfortable because they don't share as many interests with those friends. They also realize that their friends aren't as free to socialize with them as they were before they had a baby. Their attitude *may be "If you can't lick them, join them"* or *"Let's have a baby, too!!"*

- **Societal pressure.** Having children is still the more acceptable lifestyle. Generally, society still frowns on those couples who choose to remain childless.

- **Religious reasons.** Many people follow the literal translation of the Bible and believe that reproduction is their moral responsibility. *"Be fruitful and multiply!"*

- **Age**. Many couples decide they want to have their children while they are young, so they will be able to enjoy watching them grow and participate actively in childraising. Women do have a biological time clock that tells them how long they are capable of producing offspring. When women reach their late thirties without having a baby, they know their time clocks are running out and if they want to have a child, they must do it very soon. Most women are aware of the risks of having a child beyond the age of forty.

- **To fulfill unattainable ambitions**. Some people who have not yet reached, or feel they cannot reach certain goals, may believe they'll be able to benefit and get satisfaction by having children who are able to reach those goals for them.

- **To bolster low self-esteem.** Unfortunately, too many people suffer from low self-esteem. Some believe that having a baby will make them a more worthwhile person. They also may believe that if they have someone to love them, they will automatically feel lovable.

- **To give meaning or purpose to life.** Often people with low self-esteem wander aimlessly through life, never finding meaning or direction. Some of these people have children in the hope that they will find meaning by raising a child.

- **To help a failing marriage.** Couples whose marriages are suffering or who feel they're losing touch with each other believe that a child will bring them closer or heal their wounds.

- **To carry on the family name.** Some people, particularly men, believe that it is very important for their family name to be carried on. A husband who is the only one left to carry on his family name will be anxious to have a son to pass on the line.

- **To avoid loneliness.** Couples who give or get very little love from each other often feel lonely. They believe a child might help alleviate that feeling. Some wives who don't work experience loneliness and feel a child will fill up their lonely hours.

- **To have someone to take care of them in old age.** Some people worry that they will be alone and have no one to care for them when they get old. They have children in the hope that they will take care of them in their later years.

- **Parenthood signifies adulthood.** Just as many young people believe that by having sexual intercourse, they will automatically be mature, some believe that having a baby will make then a *"full-fledged adult."*

- **To confirm sexual identity.** Those men and women who are struggling with their own sexual identity believe that having a baby will affirm their *"masculinity"* or *"femininity."* Others believe they're not *"real"* men or women if they don't have a child.

FACTORS IN CHOOSING TO REMAIN CHILDLESS

Though most couples do eventually decide to have children, more and more are making decisions to remain childless for longer periods of time or to remain childless permanently. Many couples, who intended to have children, put it off for various reasons so long that they ultimately decide they like it that way. Many couples go through a series of stages before finally deciding to remain childless. The first stage may be the decision to postpone having children for a period of time, possibly until they are better able to afford it or they feel they have had a long enough period of marital adjustment. Next, they may begin thinking about the advantages of not having children. Finally, they may be so content with their life that they don't feel children will enhance it sufficiently to justify giving up the benefits or freedom they have as a childless couple. Or they may decide that it's just too late to start having kids.

A recent survey showed that 20 percent of young people today do not wish to have children. Recently, organizations and support groups were established for those people who choose not to have children. The National Alliance for Optional Parenthood and the National Organization for Nonparents were formed to combat society's negative attitude toward people who choose to remain childless. Studies have shown that childless couples are just as happy as those couples with children.

Let's explore some of the reasons why some couples choose not to have children, temporarily or permanently.

- **Believe they would be inadequate parents.** Some couples believe for numerous reasons, including unstable, abusive or disruptive childhoods, that they would not be good parents or that they could not adquately care for children.

- **Not interested in children or parenting.** Not all people like children. Some may be uncomfortable around them, too impatient to provide for their needs, or just find children to be too disruptive to their lives.

- **Not psychologically stable.** People with histories of psychological disorders or seriomental problems often recognize their limitations and believe it would be unfair to have children. Sometimes families or medical personnel discourage the mentally ill from having children. Some men or women suffering from an emotional disturbance may not be capable of adequately caring for a child though they may not be aware of it. Mental illness may be genetic and can be passed on to children.

- **Career goals.** Many couples want to establish themselves in their careers before having children so they choose to wait until they feel secure or have reached their goals. Others have decided that their career goals are more important to them than having children and believe that children will only interfere. Since the *"pill"* and the women's movement, women have chosen careers that are equally as demanding as their

husbands. These women believe that children will interfere with the new roles they have *"fought"* so hard to attain. Many of these same women choose to have a child, but later in life. More and more women in their late 30's or early 40's are having babies today.

- **Age and timing.** A couple may feel that they are too young or too old to have children. If they are knowledgable about childbirth, they know that girls under 20 have a greater chance of giving birth to a premature or low-birthweight baby who may suffer from a number of physical or mental disorders. On the other hand, women—and in some cases men—over 40 have a greater risk of parenting a child with Downs Syndrome or mental retardation. Some couples may feel that the timing is just not right to have a child. This may be a temporary stage or it may turn into a permanent decision.

- **Loss of economic or financial freedom.** Some couples who have achieved a certain standard of living feel that children will interfere with or cause them to lose the financial stability that they have worked hard to achieve and maintain.

- **Not financially stable.** Couples may choose to wait until they are more financially secure, particularly if they are just starting out. Others who do not feel they have the potential to achieve financial stability may choose not to have children because they aren't able to provide for them.

- **Interferes with couple's time for intimacy.** Most couples recognize that children do lessen their intimate time together, but some couples are just not willing to sacrifice that time.

- **Loss of independence, spontaneity and freedom**. Again most couples understand that having a baby will change their lives, often drastically. Some are just not willing to give up their independence or freedom.

- **Marital disruption.** Many couples believe that although children can be a source of great satisfaction, they can also be very stressful to a marriage. They believe that the strain, demands and burdens on the marital relationship are just too great. The number of single-parent families is so alarming that these couples fear becoming a statistic.

- **Overpopulation.** Some people believe that the world is overpopulated and that our natural resources will eventually be used up. They choose not to contribute to the problem.

- **Status of society and the world.** Some people view the current status of society and its prospects as so negative that they make a conscious decision not to bring children into a world so threatened by social ills, disease and the nuclear threat.

- **Genetic disease carriers.** When some people discover through genetic counseling that they are carriers for diseases that could be inherited by their offspring, they consciously decide not to have children.

- **Infertility, sterility, or impotency.** Many couples who want children discover that they are unable to have them due to a physical, sexual or psychological disorder. With modern medical technology or effective psychological counseling, today many such couples are able to have children. If they are not able to be helped, do not choose to adopt and are unwilling to consider artificial conception, then they have no choice but to remain childless.

The decision to remain childless is not always an easy one for a couple to make. But not all men and woman are cut out for parenthood—not all will be able to handle the responsibilities of parenting and not all can give and receive the kind of love a child needs to develop into a healthy, productive human being. Couples who recognize these limitations are wise to make this decision. Unfortunately, too many couples exist who should never have become parents and the one to suffer is generally the innocent child. And in some cases, society also suffers. Children raised in homes without love or in which there is neglect or abuse often end up being destructive not only to themselves, but to others as well.

STERILIZATION

If a couple has made a definite decision to remain childless, they may consider sterilization which refers to a surgical procedure that prevents the male or female from being able to have children. It is done by tying off the female tubes (tubal ligation) or performing a vasectomy on the male which prevents the sperm from entering the penis. Neither of these simple procedures affects the couple's ability to enjoy physical intercourse. In fact, since they no longer have to worry about birth control, they may feel freer to enjoy a more active sex life.

Sterilization is not a decision that is easily made and many doctors will not perform the surgery unless the female is reaching the end of her childbearing years. Generally, they also insist that the couple spend a good deal of time discussing it before making a final decision to be sterilized. Although in some cases, both procedures **may** be reversed (particularly the vasectomy), the efforts are not always successful or possible. Doctors are hesitant to perform this surgery because the couple may change their minds. At a later date, the couple may decide they want a child or they may get divorced and later marry other partners who want children. Or one spouse could die and the remaining spouse may remarry and decide that he or she wants children, particularly if the male, for example, marries a much younger woman. Sterilization has become more popular for couples married over 13 years. Some couples choosing this option may decide to deposit the male's sperm at a sperm bank where it is frozen and stored for later use, if desired. That way, if they change their minds, the sperm could be implanted into the woman by artificial insemination.

Some groups are actually in favor of sterilizing women who have too many children to care for, people who are mentally deficient or men or women convicted of incest or sexual abuse. In some countries this is actually done.

SO YOU WANT TO HAVE A BABY?

Unfortunately, about 10 percent of couples who decide they want to have a baby soon discover that nature does not always take its course. There are men and women who, for various reasons, find they cannot conceive a child. As mentioned above, the factors may involve a serious physical problem or may simply be a treatable emotional or physiological disorder. It may be helpful for you to better understand why some people are unable to conceive or have great difficulty getting pregnant or staying pregnant.

Infertility or Impotency

For some, having a baby is a very important part of their relationship. They may feel that having a baby may reinforce their love and commitment to one another. But couples who are anxious to have a baby sometimes find that no matter what they do, they cannot achieve a pregnancy. This is referred to as ***Infertility*** and could cause serious damage to the relationship, if the couple is not able to talk about their feelings, fears or disappointment. Sometimes, each partner blames the other for this situation, particularly when neither understands what is wrong.

If, after a long period of time, the woman is not able to get pregnant, the couple should consult their doctor. The problem could be with the man, the woman or both. The doctor may first want to check the male sperm, since a specimen can be studied under a microscope. He will check the sperm count for a number of things. If the count is low, the doctor will try to increase it through treatment and if he can't, and the problem lies solely with the male, other alternatives must be found. At the same time, the doctor may check to see if the woman is ovulating properly. He will also check to see if her fallopian tubes are open and make sure there are no obstructions in the cervix. (If you are not familiar with those parts or functions of the body, you may want to look them up in a book or ask your doctor to explain.)

When doctors don't find specific physical problems, they may investigate the emotional state of both partners. Sometimes, when couples try very hard to have a baby, they feel pressured and become very tense and strained. That in itself could cause ***Impotency*** (inability to get or maintain an erection) in the male or a restriction in the female's fallopian tubes. Or it may be that one or both partners is under a great deal of stress in other parts of their lives: on the job, family problems, illness or any number of other stressful events.

Today, with effective fertility drugs and counseling help available, problems caused by infertility or impotency often can be eliminated and couples can soon be awaiting the *"blessed event."* One caution with using fertility drugs is that they can and have produced multiple births. In other words, you may find that you are going to have not just twins, but three, four, five or even six babies. That is not a desirable side effect because often the babies are born too prematurely and cannot survive. The costs of raising that many children at once can be devastating.

ALTERNATIVES TO NATURAL PREGNANCY

If a couple, under a doctor's direction, has tried every possible means to achieve pregnancy and can't, other alternatives that are becoming more popular in recent years are available. One is ***artificial insemination*** which means implanting the semen of either the husband or an anonymous donor into the women's vagina at the time she is fertile. This method, if successful, allows the woman to conceive and give birth to her own child. Another miracle of modern medicine has been called ***"test tube"*** fertilization. In this process, the egg is removed from the woman's body and united with the male sperm in a glass dish. It is then reinserted into the woman's uterus. If all these methods fail, or if the couple is unwilling to try them for whatever reasons, they may consider ***adoption.***

Adoption

Adoption is the legal act of transferring partental rights. A parent or parent to be may decide on an adoption plan for many reasons but, commonly, it is because an unwed, pregnant teenage girl is unable or unprepared to care for the child she is carrying. Unfortunately, there are not always enough babies placed for adoption to meet the demands of people seeking to adopt. Couples who have a genetic disease and are afraid of passing it on to a child of their own also consider adoption. Sometimes, even couples who can have children of their own decide to adopt because they feel the world is already over-populated with children who are not being cared for properly.

Occasionally, unmarried people or gay singles or couples try to adopt. Generally, adoption agencies, which are government regulated, do not allow a single person—gay or heterosexual, to adopt—even though many would make excellent parents. They also are not apt to consider a gay couple, regardless of their qualifications. These agencies closely investigate families looking to adopt.

One of the concerns of adoptive parents is whether to tell the child that he or she is adopted and if so, when they should do it. There is much controversy today about whether the privacy of the mother who gave up her child should be respected. Often, the mother has now married and has a family of her own and, in some cases, may not have even told her husband about the child she had when she was young. Those on the other side of the argument believe that children have a right to know who their natural parents are. One of the issues that many adopted children are concerned about is their medical history. Some feel that before having children of their own, they should know whether there is any inherent medical problem in their family background. Generally, the only way to find that information is through contact with the natural mothers or fathers.

PREGNANCY

If a husband and wife decide they are ready to have a baby or if the wife is pregnant, they shouldn't waste a moment's time before beginning to prepare themselves emotionally, financially, and in the case of the women, physically. Early signs of pregnancy include missed menstrual period, morning sickness, sore or swollen breasts and frequent urination. Nature will hopefully take its course, but it can use all the help it can get. If a couple wants a healthy, happy child and also want to sustain the intimacy that is so essential to a loving relationship, then they must start preparing early, both mentally and physically, for the role changes that will soon take place.

Financial Preparations

Most couples have no idea what it costs to have a baby. If they have medical insurance or hospitalization, they need not be too worried. If not, they had better be prepared. According to 1989 statistics, the cost in the United States for a normal pregnancy and delivery averages about $4334, and more if there are complications. Also, we identified that raising a child is tremendously costly, so couples must begin to save and to analyze their career goals in terms of earning power. Young couples sometimes dream of having a large family without realizing the financial consequences. Couples should not have more children than they can financially (and emotionally) care for.

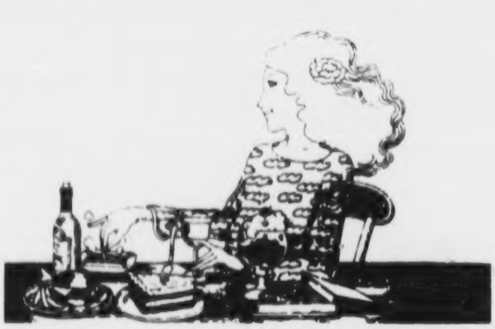
Couples must also decide whether the wife (or in some cases, the husband) will stop working after the baby is born or whether she will return to work. It is important also to weigh the expense of child care services against the salary that the spouse would earn if he or she continued working. Whichever one stops working, they both must adjust to living on only one salary. The additional stress brought on by this adjustment often puts great strain on the relationship. In addition, the working partner must be prepared for the additional financial responsibility.

In these changing times, as mentioned above, it is no longer an automatic assumption that the wife is the one to stay at home, if both believe that one parent should do so during the first few years of the baby's life. If the woman has greater earning power or greater career potential, it may make more sense for the man to stop work and remain at home. Men today are expressing more and more interest in being actively involved in childrearing activities and society must come to recognize that men can be just as nurturing, loving and responsible as women in parenting roles. The fact that most men have not shown this interest in the past does not mean that they don't care and aren't capable. It only means that the structure of our society did not permit men to show this side of their personality.

Physical Preparations

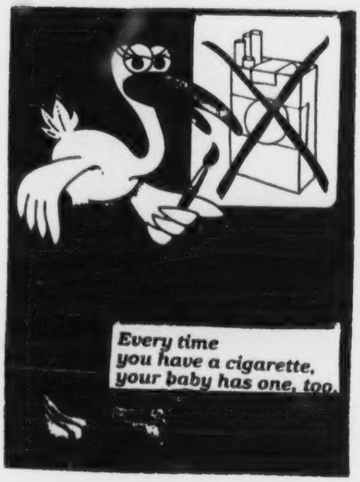
The first thing a couple should do when they decide to have a baby or when the woman becomes pregnant is to see a doctor, preferably one who specializes in pregnancy and birth. One such doctor is called an ***obstetrician/gynecologist*** which means he or she is trained to treat female disorders, as well as pregnancy and childbirth. The next thing the couple should do is seek ***genetic counseling*** from their doctor or other medical personnel skilled in this field. Genetic counseling simply means reviewing your family history and medical background with a specialist trained to do so. There are many illnesses and disorders that are hereditary which means they can be inherited or passed on from generation to generation. Examples of such diseases are Tay-Sachs disease found in people of Jewish ancestry or Sickle Cell Anemia which is prevalent in Blacks. Actually, it might be advisable for couples to get genetic counseling when they first get married and contemplate having children, so they may be better prepared if any hereditary disease is found.

If the doctor should discover one of these illnesses in your background, there are many issues to be considered, such as the health of the mother, if she should become or is pregnant now, and the health of the unborn child who may not even survive the birth. There are a number of techniques that can be used on the pregnant mother to determine if the fetus is healthy. One method is known as ***amniocentesis*** which involves removal of a sample of fluid from around the fetus. If the procedure reveals that the fetus does have a serious or even fatal disorder which is not treatable, the couple must decide if they want to abort the child, raise it themselves or institutionalize it if it lives. Raising a child with a serious physical or mental illness or deformity can be enormously costly and, without assistance, the average family can barely survive the expenses. The quality of life that the child born under these circumstances will have should also be considered. Today, we do know that handicapped people can live happy, productive lives. The question of abortion is one that many struggle with based on their personal and religious beliefs and those who cannot or will not consider it must be prepared to deal with the difficult consequences.



If all appears healthy and the pregnancy will continue, then the husband and wife need to understand the physical changes that will take place in the woman's body. Both, but particularly the women, will need to adjust to the fact that during the pregnancy she will walk, sleep and dress differently. She will also have to eat differently and watch everything that she puts into her body. Both will have to understand the importance of the mother-to-be maintaining healthy habits during the pregnancy. Those habits should include eating balanced meals regularly which include proteins, carbohydrates, minerals and vitamins—getting plenty of rest—and refraining from taking drugs, smoking cigarettes and drinking alcohol.

It has been proven, beyond any doubt, that drugs taken during pregnancy can seriously harm the infant or cause it to be born an addict. The withdrawal that the child might have to undergo immediately after birth can be terribly dangerous, as well as extremely painful to the infant. If tranquilizers are used during the early part of the pregnancy, they can cause retardation, deafness or birth defects. Women who drink excessively during pregnancy risk having a child born with fetal alcohol syndrome which can lead to mental or physical retardation. The National Institute on Alcohol Abuse and Alcoholism recommend that a pregnant woman have no more than two drinks a day, although many doctors are not sure whether even a moderate amount of alcohol can have negative effects. It seems hard to believe that a pregnant woman would risk her baby's health simply to have a few drinks. If a woman smokes during pregnancy, she risks having a stillborn baby or a low birth weight baby which may lead to severe physical or emotional disorders. In 1987 the Surgeon General reported that women who smoke *"have more premature or underweight infants, suffer more complications during pregnancy and have more stillbirths."* Each time you light up, you reduce the amounts of oxygen and food that are carried in your bloodstream to you baby. The longer a woman smokes before giving birth, the more harm



she may do to her baby. The ideal time to quit is **before** you get pregnant. Men who smoke are also more likely to produce abnormal sperm.

It is important that the pregnant mother immediately report to her doctor any unusual feelings or problems that appear or develop. It is always better to be safe than sorry. Be sure to look at the chart at the end of this chapter. It describes the stages and steps of pregnancy from week one to week 40 (nine months) giving all details and changes that take place as the fetus grows.

Natural Childbirth

Another important factor during pregnancy is exercise, particularly if the couple has decided to have ***natural childbirth.*** Couples should decide early the kind of delivery they want. There are a number of choices. If a couple is not sure whether they want to have the baby delivered in the traditional manner—in which the mother is anesthetized (put to sleep with oxygen or an injection—or have a natural birth—in which she is awake and perhaps given a local anesthetic—they should attend childbirth classes which can help them decide and prepare for either.

Natural childbirth has existed for a long time, but it traditionally occurred at home with a mid-wife who was a woman that may or may not have been a nurse but who, usually, had som training in delivering babies. Today mid-wives are gaining popularity again, but now they do their work in hospitals, under sterile conditions and where—if anything should go wrong—a medical doctor is on hand. Ninety percent of all babies are born in hospitals today. In the l950's, a French obstetrician, Dr. Fernand Lamaze, began using a natural technique that today is known as the ***Lamaze*** delivery method. This method has become more and more popular with almost 60 percent of couples choosing it. The reason for its popularity is that it allows the husband (father) to actively participate during the pregnancy and at the delivery itself. Generally, both husband and wife attend classes that train them to be prepared for it. They both learn the exercises and breathing techniques that will enable her to deliver, virtually drug free, without a great deal of discomfort. Doctors believe that the fewer drugs that enter the mother's bloodstream, the less chances of the child having any disorders or defects. This doesn't mean that mothers who are anesthetized will have children with problems, but it's just safer and healthier for the mother and baby to be drug free.

Another innovative delivery procedure is called the ***Leboyer*** method. The philosophy behind this is the belief that being born is a traumatic experience for the baby and all steps should be taken to make it an easy transition into the world. The delivery room lights are turned down low, music is played and those attending use only soft voices. When the baby is born, it is immediately placed in a warm bath, (similar to the warm fluids surrounding the fetus in the womb) and then placed on the mother's chest so that it can continue to hear her heart beat. Some scientists are actually studying those born under these conditions to see if there is any difference in the behavior between those born in traditional well-lit, noisy delivery rooms.

There is also the possibility that at the last moment, doctors may decide that they have to deliver the baby by ***Caesarean*** section, a surgical procedure used to remove the baby through the abdomen to prevent exposing it to adverse conditions. If the baby is not in the right position to safely come through the birth canal, a Caesarean might also be performed. If this should happen, complete anesthesia might be called for or a ***saddleblock***, which is an injection that numbs the lower part of the body. If the couple was prepared for natural birth, they might allow the husband to stay, but generally if a Caesarean is necessary, he will not be allowed in the operating room. This can be very disappointing to a couple who prepared for months to actively participate in the labor and delivery process together.

The women's movement has encouraged men to be more sensitive and open to express their emotions, as well as to share more in household chores and childrearing. This may be one of the reasons that so many men today are choosing to take an active role in their wives' pregnancy, instead of the inactive role that they had been taking for years. Men are beginning to recognize that they have the right to be involved in their child's birth. After all, he is the *"father."* To date, studies have shown that fathers who are present at the delivery show more of an attachment to their babies. By actively participating in their child's birth, a man and woman may strengthen their marriage commitment, as well as the love that each feels for the other.

The husband also may participate if the baby is born in a hospital that has *"rooming in"* or birthing suites. This means that instead of taking the baby from the mother immediately after birth and putting him or her into a sterile nursery, the baby, mother, father and possibly even siblings—if this is not the first baby—may all be together in this special setting. One of the reasons fathers often feel left out is that they may not get to hold their babies for the first few days because the only time the child is brought to the mother is during feeding time. In this setting, the father again gets to take an active role in holding, feeding and even cleaning the baby during the first few hours of its life.

Emotional Preparations

Generally, after initial discomforts such as morning sickness pass, most women feel better than ever throughout pregnancy. Other women continue to experience different side effects such as heartburn. backaches and nausea, ranging from minor to severe, during at least part of their term. Sometimes pregnancy makes a woman's self-esteem go up because of the realization that she is able to create and give life; other women become moody, irritable and even depressed at this time. Hormonal changes can easily create mood swings and the pregnant mother may feel like laughing one minute and crying the next without being able to control her emotions.

Her body also will go through many stages. The transition from a trim, attractive wife able to freely enjoy all aspects of her life to a bulky, awkward women who feels limited by this new role is often difficult. She may need additional love or attention to affirm her feelings toward herself and her new *"condition."* The male may also feel a need for additional love. Since he cannot experience the same awareness of life developing within the body, he may feel isolated and left out—especially when everyone is making such a fuss over the pregnant mother.

Many scientists believe that as the unborn child develops, it can hear, taste, see and feel while in the uterus. This suggests that maternal attitudes and feelings may have an effect on the fetus' personality development. Whatever affects the mother-to-be also affects her child. She must work hard at maintaining a positive self-image during her pregnancy and she should seek nurturing from her husband. The male can provide emotional security in many ways. One way to provide this support is to gently massage the mother's abdomen or other limbs that may become strained or cramped.

Illustrated by Bob Pepper.
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Pregnancy is a time where both husband and wife must make a great many readjustments. These can either draw a couple closer or create tension and stress. It is essential that they both work at maintaining their mental health by being supportive, understanding, caring and loving toward one another throughout the pregnancy.

Sex During Pregnancy

Initially many couples, relieved of the worry of becoming pregnant, find their sexual desires heightened. However, when the physical symptoms that accompany early pregnancy appear, some women find it difficult to respond sexually. When she is feeling morning sickness, nausea, indigestion, backaches or bloating she may not feel sexy. Or if she is sleepy all the time, which is common during the first three months, sex may not be on the pregnant woman's mind. A woman's breasts may also become sensitive during early pregnancy.

Hormonal changes may effect sexual desire and some women feel very unattractive or unappealing as their bodies grow. Some men think their wives are more beautiful and sexier than ever and others may be turned off completely—even repulsed by the sight of the woman's stretched abdomen. Another sexual problem for some men during pregnancy is their fear of hurting the baby. Or the husband may have a new respect for his wife as a mother and feel uncomfortable relating to her on a sexual level.

Couples must openly discuss these changes and feelings, so that neither will take them personally or feel rejected by them. Medically, it is perfectly all right to continue to have sexual intercourse up until the last six weeks, unless for medical reasons, the doctor has recommended abstinence. Of course, that doesn't preclude alternative ways of expressing love and sharing intimacy. During the final months, not only does sex become uncomfortable for the woman, but doctors are concerned about germs entering into the birth canal affecting the soon-to-be-born fetus. Sex may generally be resumed after six weeks, depending on the physical health of the mother.

Miscarriage

One important reason for a couple to stay close and supportive at this time is that there is always a possibility that something can go wrong. Most pregnancies are normal, and healthy babies are born to most couples. But sometimes for medical reasons and sometimes for reasons unknown to man, a women may have a ***miscarriage***, which means she naturally aborts the baby or loses it, usually revealing a defective embryo. This is usually nature's way of discarding an embryo too imperfect to be born. It is a difficult and deeply painful experience for both the man and woman. People tend to give more sympathy to the woman because she carried the baby within her body, but men feel the pain or loss just as deeply. This is a time when a couple's love and commitment may be tested. Each may feel guilty or blame themselves, thinking silently, *"If only I would (not) have done..., the baby might have lived."* Some marriages do not survive the emotional strain placed on it by this heartbreaking experience. It is crucial to the marriage that each be there for the other and help each other through this time. Though couples do not want to think about having another child at this time, they most likely will have the opportunity to have a healthy child at a later date. If the marriage falls apart or cannot survive this trauma, then that opportunity may be lost.

CONCLUSION

It is not unusual to experience closeness and then distance at different times during a pregnancy. Roles begin to change as both partners begin to think of themselves as parents. There are times when the thought of having a baby is exciting and the couple can hardly wait. At other times, they may focus on how much their lives will change and the freedom they will lose and thus may have second thoughts.

It is now, before the baby is born, that the couple should come to terms with the pending event—not after, when the demands seem almost overwhelming. It is now that the couple must realize that two will soon become three and their prior independence will be severly altered when their plans always have to include a third party—the baby. It is now that they must promise each other to work hard to keep their love alive—to make time to nourish their relationship and to not exclude the other when tending to the baby. Every couple who is about to have a baby should remember that the greatest gift that they can give their new baby is to love each other. Parents can teach best by role modeling healthy, loving and supportive behavior. That is how children learn to love.

It is hoped that this chapter will help you to think clearer and more realistically about many of the decisions that you will face as a married adult partner. Of course, some of you may have already faced the reality of pregnancy and, hopefully, it was a positive experience. And if you should choose to wait until you have reached adult maturity to experience childbirth again, this chapter may serve you well.

BEST COPY AVAILABLE

Take care of your baby right from the start.

Trimester 1

WEEK	
1	Congratulations! So, you're going to have a baby. Practice up on your lullabyes. And here's to a happy, *healthy* pregnancy.
2	Start eating right, NOW. Eat lots of fresh fruits, fish, vegetables and dairy products. Drink lots of juices, milk and water. And, just because you're pregnant, don't eat everything in sight!
3	Smoking is unhealthy – especially for your unborn baby. You couldn't ask for a better reason to quit now. And remember, drinks with alcohol or caffeine could also harm your baby.
4	No drugs or medications (even aspirin) unless your doctor says it's okay. Try to stay away from people who are sick. If you're exposed to German measles (rubella), call your doctor right away.
5	About this time, your doctor or clinic has confirmed your pregnancy and given you a schedule of visits. Keep all your appointments and follow doctor's orders.
6	In the bathroom every other minute? Around this time, your uterus is enlarging and putting pressure on your bladder. Frequent urination usually stops about the 12th week – to return again during your last month.
7	So-o-o . . . *this* is morning sickness! Try eating five small meals a day instead of two or three big ones. Also, try eating a piece of toast or some crackers *before* you get out of bed.
8	What are your chances of having twins? If you're white, the odds are one in 99 – black, one in 74 – oriental, less. Your chances increase if you're older or have several children already.
9	Have you figured out how you're going to *pay* for this baby? Start getting insurance paperwork in order. If you know you'll need help, contact your local social services office as soon as possible.
10	It's normal to feel very tired. Your body is working hard to make a healthy baby, and telling you to give it some rest. Listen to it! And try to nap when you can.
11	Be sure to tell every doctor or dentist who wants to X-ray you that you're pregnant. If the X-rays are absolutely necessary, precautions will be taken to protect your baby.
12	If you have any of these warning signs at any time during your pregnancy, call your doctor *immediately:* vaginal bleeding or heavy discharge, *sudden* swelling or anything else unusual or disturbing.
13	Share your thoughts about having a baby with friends and relatives. Make a list of questions for your doctor.
14	This is the last week of the first trimester (three months) of your pregnancy. Your baby is now nearly three inches long and weighs close to one ounce. Since the fourth week, the heart has been beating and footprints and handprints appeared during the ninth week. Eyelids, formed in the first month, now close, finger and toe nails are beginning to appear and thumbs can move. Frowning is also possible.

Trimester 2

15 You might notice darkening of the skin on your forehead, nose and cheeks. This is chloasma, or "mask of pregnancy," caused by hormonal changes. It disappears after delivery.

16 If you've always been athletic, there's probably no reason to change – but check with your doctor. Walking is almost always good for you.

17 The area around your nipple has gotten darker and wider in preparation for making milk. Some women gain a pound in each breast during pregnancy - that's why it's good to use a breast support or maternity bra.

18 You really *look* pregnant now. Don't spend too much on clothes. Get a few jumpers and tops, jeans, a pair of dress pants or whatever is comfortable for you; no confining clothes, please!

19 Your baby has been moving around since the second month, but you may feel the first movements about now. Watch for this and be sure to tell your doctor.

20 If you're constipated, eat more roughage (fresh fruits, lettuce, bran products). No laxatives or enemas unless doctor says so. If you develop hemorrhoids, don't panic: they usually disappear after delivery.

21 Halfway point! Tiny lines on your abdomen ("stretch marks") may appear as your body expands. Rubbing them with lotion might feel good, but they'll probably never disappear completely.

22 About now, some women notice a clear fluid that drips from the breasts. This is called "colostrum," and is a sign that your body is preparing to produce milk.

23 Either showers or tub baths are fine, and important. Be sure that the water is not too hot, and keep your breasts extra clean. And don't worry – you won't get stuck in the tub!

24 Movements of your baby should be quite evident by now. Other children in the family, and especially dad, will delight in feeling baby kick. No, you can't kick back!

25 Tell your mirror you're pregnant, not fat! Don't get depressed when you see skinny women in tight jeans. If you're having trouble tying your shoes, try loafers. And yes, you *will* get to see your feet again!

26 Be sure to keep all your clinic or doctor's appointments. And feel free to ask your doctor *anything* – no matter how silly you think your question might be.

27 Breastmilk is great for baby's health. If you plan to breast-feed, start to toughen your nipples. Daily, rub with a washcloth and pull them gently. Tell your doctor and hospital of your plans.

28 The last week of your second trimester! The brain of the baby is well developed. The baby can now grasp, and may begin sucking on a fist or thumb. The skin is red and covered with a whitish substance called vernix. Average length is 11-14 inches, and weight is about three pounds. If born now, your baby could survive with help.

Trimester 3

29 Time to enroll in a class to learn more about your baby's birth and care. Your local health clinic can help you with classes on prepared ("natural") childbirth, breast-feeding, etc.

30 The linea nigra, a dark line from your navel to the pubis, may begin to appear. It's caused by hormonal changes, and will disappear shortly after delivery.

31 With your digestion slowed down by baby pressing on your stomach, you might experience heartburn. Try eating more slowly and cut down on spices and fats. Don't take baking soda or sodium bicarbonate – they won't help during pregnancy.

32 Another common problem – leg cramps. Try rubbing them – or have someone else rub them. Some women find walking barefoot works.

33 To help circulation, don't sit with your legs crossed. Try to exercise, and put your feet up as often as possible.

34 Practice the route to the hospital. Keep important phone numbers handy (doctor, dad's work number, good neighbor, rescue squad). Ask your doctor if dad can watch the birth of his baby.

35 Time to start getting baby's things together. Most hospitals supply diapers and an undershirt, but you'll want to bring a nightgown, hat, booties, blanket. Check on a car-seat to bring baby home.

36 Your doctor may advise you to discontinue sex at this point. Now is a good time to discuss the birth control method you might want to use after the baby is born. Ask for your doctor's advice.

37 Pack your suitcase. You'll want a nightgown, robe, slippers, toothbrush, comb, hair brush, perfume, magazines. Will there be enough food in the house when you get back from the hospital? Stock up now.

38 At home you'll need diapers, cotton shirts, nightgowns, sweater, hat, bootie socks, bassinette or basket, blankets, sheets, thermometer, bath basin or large dishpan, towels and soap. If you're going to bottle-feed, have the equipment ready.

39 Start wearing a watch with a second-hand. When labor pains begin, time them and follow your doctor's instructions for going to the hospital. If your water breaks, call your doctor right away.

40 **Have you picked out a name yet? Baby's due any minute now. Good luck, mom!**

REVIEW QUESTIONS

1. Explain the more contemporary definition of "family."
2. Identify some of the myths surrounding having a baby?
3. What are the estimated costs of raising a child to the age of l8?
4. Identify some of the reasons that couples decide to have children?
5. Identify some of the reasons that couples decide not to have children?
6. Explain the following terms:
   - Sterilization • Infertility
   - Impotency • Miscarriage
7. What are the average costs of having a baby?
8. Identify and explain the necessary financial preparations and decisions that must be made prior to childbirth.
9. Identify and explain the necessary physical preparations that must be taken prior to childbirth.
10. What is genetic counseling? Explain why it is so important?
11. What are some of the health habits that must be maintained during pregnancy?
12. Explain the following terms:
    - Natural Childbirth • Caesarean
    - Saddleblock • Stillborn
13. Explain the emotional aspects of pregnancy?

DISCUSSION QUESTIONS

1. Do you believe that you would one day like to have children?
2. What are some of the reasons that you would like to have children?
3. Do you think all couples should have children?
4. Are there some people that shouldn't have children? Who?
5. Do you think that you will make a good parent? Why?
6. If you could not have children, would you consider adoption?
7. Girls Only. If at the time you get pregnant, you smoke, drink or take drugs, will you be willing to stop during the pregnancy
8. Do you understand the seriousness of maintaining good health habits during pregnancy?
9. What are some of the disorders that can be caused by improper healthcare during pregnancy?
10. Boys Only? How do you think pregnant women look?
11. What do you think pregnancy is like?
12. Do you think pregnancy brings a man and women closer? Why? How?
13. Girls Only. If you have natural childbirth, would you like your partner to be with you?
14. Boys Only. Do you think you would like to be with your wife during labor and delivery?

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TEACHER ACTIVITIES: TO BE OR NOT TO BE...PARENTS?

1. Invite, at various times, the following people to an open forum discussion with students:

- A pregnant woman to discuss the physical and emotional aspects of her pregnancy
- A pregnant woman and her husband to discuss the impact of the pregnancy on their relationship
- A childless couple to discuss their reasons for remaining childless
- A obstetrician to discuss: l)physical preparations for pregnancy and the physical problems if adequate health care is not taken; 2) sterility; 3) infertility or impotency; 4) miscarriage/stillborn; 5) natural childbirth; 6) artificial insemination
- A genetic counselor/doctor to discuss how genetic counseling is done and the importance of genetic counseling in early pregnancy or even prior to pregnancy
- A woman who has had a miscarriage and is willing to share the experience
- A couple who went through natural childbirth to discuss what the experience was like for them
- A representative from an adoption agency to discuss the procedures, legalities and requirements
- A midwife to discuss how her role is different from a doctor
- A student who has already had a child

WHEN BABY MAKES THREE

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain the adjustment period after childbirth.
- Explain the impact of childbirth on marriage partners as individuals and as a couple.
- Identify and explain the advantages and/or disadvantages of choosing breastfeeding vs. bottlefeeding.
- Identify and explain the process of dealing emotionally with the reality of giving birth to a handicapped child.
- Identify and explain the roles and responsibilities of the new "egalitarian" parents.

IS THERE A BABY IN THE HOUSE?

Look there,
there by the door,
there where a shoe and a crumbled sock, and a bright
red block, and a short fat elephant clutter the floor,
and the signs are clear...
A baby is near.

Look there,
there by the stair,
by the cellar stair to the washing machine, there's a
stack of diapers that ought to be clean and a clutter
of strange looking things to wear,
and the signs are clear...
A baby lives here.

Look there,
there by the table,
there where the milk drips down in a puddle,
and fruit and cereal mix in a muddle,
and a soiled bib swings from a silver cable,
all signs that are clear...
A baby eats here.

Look there,
there in the bed,
there where a red-faced cherub lies, thumb in his mouth,
and tight-shut eyes, and his bottom higher than his head.
Quiet, quiet, it's perfectly clear...
A baby sleeps here.

Look there,
look in the eyes,
and look in the hearts
of those who watch while a baby sleeps,
who will come at a call if he wakes and weeps,
who forget the diapers and broken toys,
who remember the tears and fears and joys
and the catch in the throat, and the heart's clutch
when small hands fumble, and reach, and touch—
Yes, look in their hearts, and the signs are clear...
A baby lives here.

Johnson & Johnson Baby Products Company, © 1984

CHARACTERISTICS OF A GOOD PARENT

A GOOD PARENT:

1. IS CONCERNED ABOUT THE PHYSICAL AND MENTAL HEALTH OF THE CHILD
2. EXPRESSES APPRECIATION
3. GIVES PRAISE AND POSITIVE REINFORCEMENT EACH AND EVERY DAY (Never calls child nasty names or makes fun of him or her)
4. IS PATIENT AND UNDERSTANDING
5. IS AN ASKABLE PARENT
6. IS A GOOD LISTENER
7. IS SUPPORTIVE
8. SHOWS SENSITIVITY
9. SPENDS QUALITY TIME WITH CHILD (plays, reads and talks with child)
10. HAS REALISTIC EXPECTATIONS OF CHILD'S ABILITIES AND CAPABILITIES
11. GIVES UNCONDITIONAL LOVE AND ACCEPTS CHILD AS HE OR SHE IS
12. HELPS CHILD DEVELOP REALISTIC EXPECTATIONS
13. CONSIDERS CHILD'S NEEDS AND SAFETY FIRST (but not at the exclusion of his or her own needs)
14. ACCEPTS AND RESPECTS CHILD'S FEAR, PAIN OR DISAPPOINTMENT (without minimizing or making fun of it)
15. SHOWS LOVE AND AFFECTION OPENLY AND OFTEN
16. IS A GOOD ROLE MODEL
17. RAISES BOTH MALE AND FEMALE CHILDREN EQUALLY (without placing either in rigid masculine or feminine gender roles)
18. KNOWS THAT PHYSICAL VIOLENCE IS ***NEVER*** AN ACCEPTABLE FORM OF DISCIPLINE (and leaves the room or calls for help when losing control rather than inflicting any pain on child)
19. TAKES GOOD CARE OF OWN HEALTH
20. CHOOSES FRIENDS, DATES AND/OR PARTNERS CAREFULLY (always remember ing that they will be a reflection of you)
21. ALLOWS CHILD TO SEE OWN RELATIONSHIP WITH LOVING PARTNER

WHEN BABY MAKES THREE

Having a baby can be one of life's most gratifying and fulfilling experiences. Childbirth has the potential to stimulate growth and strengthen a couple's relationship. Unfortunately for many, however, it sometimes becomes an exhaustive, disruptive and unrewarding experience because the couple has made few preparations and has little understanding of the realities of childbirth and parenting.

This chapter is designed to help young men and women better understand the roles of a new mother and father so that, if and when they are ready to have children (if they haven't already), they will be prepared to cope without all the disappointments that tear at so many marriages during this time. Within this chapter, we will also attempt to dispel some of the old myths that say parenting is women's work and that females are the only nurturing sex. Much has changed in the past few years with more and more men choosing to take an active part in raising their children. We have new terms like ***"paternity leave,"*** which allows a man to also take off for a period of time to stay home after his new baby is born, and " ***househusband,***" a role reversal which refers to the father staying home to take care of the children while the wife goes off to work. We first will look at the more traditional types of parenting since they are still the norm. But we also will see how the active-father role benefits the entire family, particularly the man himself.

POST PARTUM BLUES

It isn't until the excitement dies down—the company stops visiting and bringing the cute little clothes that look a lot like doll clothes; the mother, mother-in-law or nurse leaves, and the new mom and dad are left alone for the first time to care for their new baby by themselves—that the reality of their new status becomes real. It is at this point that many couples feel an emotional let down. This expression of negative feelings is referred to as "**post partum blues**" which literally means after-birth depression.

The New Mother

Children's Defense Fund
Adolescent Pregnancy
PreventionClearinghouse

If the new mother was working, she is now on "maternity leave," which generally allows her to stay home from six weeks to three months. The decision about whether she will return to work was probably made before the baby was born. Actually, there may not have been any decision to make because most couples find that they cannot live on one salary. Now that she is home alone, th first feeling she has may be one of fear—fear that she will not know how to care for the child or that she might accidently harm it. She also discovers that she has more to do than she ever imagined.

During this time, she may find herself being overly sensitive. It is not unusual for her to cry without any apparent reason or to cry over what seem to be the silliest things. She may find herself resenting the baby and then feel guilty because she feels that way. She may be thinking, "*I love my baby, but why do I resent all the time that he or she takes?*" She's tired a good deal of the time and doesn't have the energy and pep that she did before the baby. Though her stomach may have gone down, she still doesn't have her old figure back, so she may not feel very attractive or sexy. She's been told not to have sexual intercourse for at least six weeks, which may be a relief since her sex drive may be diminished. Her maternal feelings may actually inhibit her sexual desires. What may be the most overwhelming feeling is the fear that this is the way she will have to spend the rest of her life. She loves her baby, but secretly wishes that she had never had it. She longs for things to be the way they were before the baby was born.

The New Father

It is generally accepted that women may feel some anxiety or depression when they come home from the hospital and begin their daily routine without additional assistance and attention. What most people don't realize is that men often experience similar feelings also. Typically, men don't get paternity leave when their baby is born, so they do not get to spend much time with the baby and don't understand that the child's initial demands are great. Most men don't really know what to expect.

They may have heard that babies require a good deal of time and attention but never thought about it in terms of their own relationships with their wives. They don't know that their status may change drastically. Many men do not realize that they temporarily may lose their place as number one, not because their wives love them any less, but simply because the helpless infant demands tremendous time and attention and, in traditional families, the mother tends to those demands. The new father may not fully understand that he can't always be number one or continue to be the sole object of his wife's attention...not when the baby cries out or acts up.

Even if he rationally understands, he may not be able to stop his feelings of jealousy or resentment. He may feel unloved, unappreciated and even unneeded. First, he has been told that he may not have sex with his wife for at least six weeks and he may also have noticed that his wife no longer seems very turned on by him. Besides, she's always tired when he comes home from work at night. His jealousy may stem from feeling that she gives all her attention to the baby and seems unaware of his needs. She is no longer available to him whenever he wants her as she may have been before the baby. He may even feel subconsciously envious of his wife because she can bear and naturally feed the baby, which he cannot do. He may feel additionally stressed because he knows that he now has a more significant financial responsibility, particularly if his wife will not be returning to work for awhile.

If a man feels too threatened or fears that the baby is or will change his life for the worse, he may act out typically *"masculine"* behavior by spending a lot of time drinking with his friends or having an affair, so he can again feel needed and desired. When some men begin to feel this way, they make a conscious decision to become a more active, involved parent to avoid feeling left out or neglected.

The New Parents

Most couples think there is something wrong with them when they experience these negative feelings. They think they must be terrible parents or that maybe they should never have become parents at all. They don't realize that these new and different kinds of feelings are normal and natural for a period of time. If they could recognize and accept that these are only temporary feelings, the jealousy, anger and guilt would soon disappear. If the new mother and father continue to feel this way or it turns into a deep emotional depression, then they should seek help from a professional counselor trained to deal with these types of problems.

BREASTFEEDING VS. BOTTLEFEEDING

Usually, the decision to breastfeed or bottlefeed has been made before the baby is born. Both methods of feeding the newborn infant offer advantages and disadvantages. Doctors believe that there are more medical advantages in breastfeeding because breastfed babies digest the milk better and have greater resistance to childhood diseases. Many new parents believe it will be easier for the woman to breastfeed because it isn't necessary to sterilize bottles or prepare formulas, especially at the 3:00 a.m. feeding. But whatever the decision, parents should not feel guilty about it, especially if they first decide to nurse and then discover, for whatever reason, that it isn't right for them.

Breastfeeding: The Nursing Mother

More and more women are breastfeeding today and most feel that it is an enriching experience. Women who choose to breastfeed but must return to work soon after the baby is born may have to supplement feedings with a formula. In some rare cases, working women may bring their babies to work so that they may continue to breastfeed for an indefinite period. Breastfeeding can and does tie a couple down. Though the mother can pump her breast and store the milk, she cannot go off very often and leave the baby to be fed by a babysitter.

If there are no complications, the mother who chooses to nurse, which is the term used to describe breastfeeding, usually adjusts well to this physical phenomena. There are many physical changes that take place in a woman which last for the duration of time that she breastfeeds. The first, of course, is that the breasts enlarge and fill up with milk. Some women find that their breasts leak a good deal during the first few months which not only causes discomfort, but embarrassment as well. Because the breasts are full of milk and much larger than normal, most nursing women feel more comfortable wearing a bra at all times, even when they go to bed.

The second physical change is that after giving birth, the body does not produce the same level of estrogen, a female hormone that can alter or affect the woman's sexual desire.

Because of this decrease in estrogen, women often experience a dryness in the vagina, as well as a lowered sex drive. Women who breastfeed do not lose weight as quickly after the baby is born, so their body image may also be low.

Nursing can be physically draining to the mother. She must be available at all hours. She is obviously the only one who can feed the baby, unless she switches to a bottle periodically. Nursing sessions can last as long as two hours. Because of the physical changes and tedious hours of feeding, some women find that they have little interest in intimacy with their partners. Some feel that their needs for closeness are being met by the relationship that is being formed with the new baby, and consciously or unconsciously turn away from any intimacy with their partners. Nursing mothers have little time or energy left for themselves, let alone nurturing their love connection with their spouses. They may silently be saying, "I have no time for me—much less you." Nursing often builds a strong bond between mother and child, but if not handled appropriately, it can have negative affects on the marital relationship.

The New Father's Response

For many men, the nursing experience is as gratifying for them as it is for the mother and new baby. But some men find it unappealing or even repulsive watching their wives nurse and feel compelled to leave mother and child alone at this time. Others may be embarrassed when their wives breastfeed in public.

Other new fathers feel inadequate watching their wives breastfeed because it may make them feel that their role as father is less important than their wife's role as mother. They may feel that they cannot meet this helpless infant's needs as well the mother can. They may also develop jealous feelings toward the baby or even resent it because it is getting more of their wives' attention than they are.

A common plea during this time might be, " *You never have any time for me.*" Because many women are not sexually aroused during the months they are nursing and are often tired, men may feel tremendous rejection at this time. A man may feel not only terribly lonely, but he may also begin to think something is sexually wrong with him. Along with the feelings of jealousy may come strong guilt feelings because fathers aren't supposed to resent their newborns. As these emotions build up, the new father may begin to withdraw and may fear expressing his real feelings.

Bottlefeeding

Parents who choose to bottlefeed have a different set of problems, though they will experience many of the same circumstances as couples who breastfeed. Many couples choose bottlefeeding because it will not tie them down as much and the mother can return to work without the worry of feeding the baby. Each partner can share child-care roles and responsibilities more equitably. The mother doesn't automatically have to become the primary caretaker.

The new mother who chooses not to breastfeed is given a shot to dry up the milk, but she may feel some pain and discomfort until the milk stops. She may also experience some decrease in sexual desire similar to the nursing mother because her estrogen level is down which may cause pain during sexual intercourse. It will be easier for her to take off the weight she gained during pregnancy, so her positive body image may return sooner than the nursing mother's.

If the couple has no training or education about feeding, they may feel inadequate about buying and sterilizing baby bottles (unless they use plastic) and mixing formulas. They may also be shocked at the costs and preparation involved. Couples must decide who will give the baby the 2:00 or 6:00 a.m. feedings. Typically it is the partner who is not working. If they both continue to work, then they take turns. But it is exhausting for whichever parent has to get up and that partner may find him or herself dragging through the day. That partner may also find that he or she is too tired for sexual intimacy.

The major benefit of bottlefeeding is that someone else can do it for you. A couple can and should get off by themselves periodically. And the mother (or father) who is home with the child can hire a sitter or call a friend or relative and take a day off by herself. In other words, someone other then the parents may be called upon to care for and feed the new baby. Nursing parents don't have that luxury.

To date, there are various reports and beliefs about breastfeeding versus bottlefeeding, but it appears that neither affects the child's personality or behavior. Many women who bottlefeed report the same feelings of closeness and bonding with their babies as those who nurse do. Whether you breastfeed or bottlefeed your baby is a very personal decision. In the end, it is completely up to the new parents to decide which they feel more comfortable with and which best fits their lifestyle. Either way, what really matters is the love that the child receives and the love it sees between its mother and father.

CHANGES

The Adjustment Period

When a man and a woman have a baby, their roles change because they no longer are only husband and wife. They now become a father and a mother—parents—as well. Unfortunately, the shift from being just a couple to being parents is not gradual. One day you are just a man and a woman living and loving together and the next day, you are mother, father and baby. In traditional terms, the couple now becomes a family. The entire structure of their relationship changes and many adjustments must take place before the couple is able to put some order into their lives.

In a way, five new relationships begin developing the moment the baby is born. The first two start as each parent develops an individual relationship with their new baby as mother and father; third is their joint role as co-parents to the child; next is their relationship with each other as a mother and a father; and finally there is their original bond as husband and wife. Each role is quite different from the other and if not fine tuned, couples may not only find the roles difficult, but a source of much conflict. Their original relationship will never be the same and they will not be only a couple again until their children are grown and leave home.

If new parents need help, they shouldn't be afraid to ask for it. They can ask parents, a friend or, if they can afford to, they can hire a nurse or high school student to give them a hand for a few days or weeks. New parents should line up a support system for both emotional and physical help. They may need advice, emergency medical assistance or just a baby-sitter, but if they have help lined up in advance, it will ease some of the pressure. If no preparations have been made, this period of adjustment can be very difficult, as well as physically, emotionally and financially stressful. It is not too late to begin preparing after the child is born; it is just more difficult. The sooner a couple is able to establish a new routine—the better mother, father and baby will be.

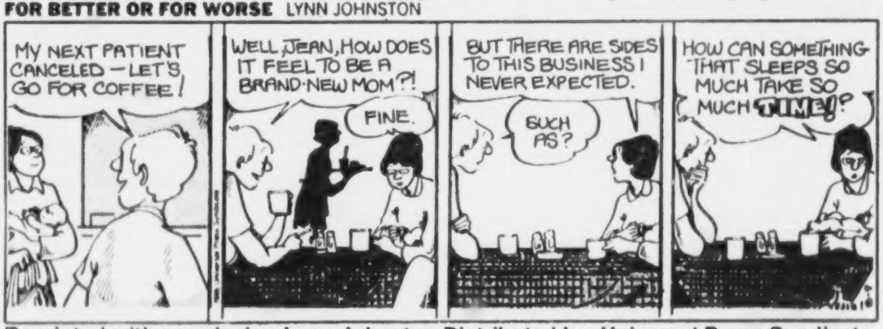
Good Babies/Not So Good Babies?

We tend to think of babies (before having our own) as cute, cuddly little people who sleep a lot, coo and smile a lot and bring peace and joy into our lives. While that is all true and many babies do just that, there are some of these little darlings who seem determined to interrupt, interfere and generally disrupt otherwise peaceful lives. There may be a good reason for a baby to act up or cry a lot. It may be experiencing physical discomfort like gas or it may actually be in pain. Some new babies are allergic to milk and must have special formulas so they won't be sick or colicky, which refers to pain in the abdomen or colon area. Others are prone to rashes, such as heat or diaper rash, which can be very uncomfortable. Some have bad dreams which scare them or they may have trouble sleeping.

Researchers have various theories, but most believe that children are born with distinctly different personalities that are revealed right away. Some babies seem to be born stressed or angry. Others may feel insecure and cry out for attention all the time. Parents with more than one child often tell how one of their babies was so good and easy to care for because it slept through the night from the very beginning while another was a terror from the time it was born. Though there is no concrete, scientific proof, it may have to do with how well the pregnancy went or how well the mother took care of herself during those nine months or even how she felt about herself while pregnant. Whatever the reason, the first six months may be very traumatic for some parents if their baby is not the perfect little joy they expected.

The New Routine

Many couples have trouble adjusting to the new routine created by this strange, little human who is now living with them, demanding attention, feeding and changing at all hours of


FOR BETTER OR FOR WORSE LYNN JOHNSTON
MY NEXT PATIENT CANCELED — LET'S GO FOR COFFEE!
WELL, JEAN, HOW DOES IT FEEL TO BE A BRAND-NEW MOM?!
FINE.
BUT THERE ARE SIDES TO THIS BUSINESS I NEVER EXPECTED.
SUCH AS?
HOW CAN SOMETHING THAT SLEEPS SO MUCH TAKE SO MUCH TIME!?

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the day or night. Their lives become subject to the whims of the new baby, which can cause chronic fatique from loss of sleep, irritability, lack of social contacts, and even less intimacy between partners...all resulting in a lowered self-image. Their usual schedules are thrown off, time alone becomes nonexistent, and their social life takes on an entirely different pattern. They have very little free time just for themselves. No more going out whenever they feel like it or whenever friends call to invite them over. From now on, everything must be planned—no more going on evening jogs or walks together, not without first getting a sitter and that gets costly. From now on, the needs of their infant will take precedence over their's, but that doesn't mean that their own adult needs automatically disappear—THEY DON'T. Ask almost any couple who has made it past the sixth month and they will tell you that the first three were the roughest. Some really weren't sure that their marriages would survive. And some will tell you that they too secretly wished that they had never had the baby.

Decisions

New parents are faced with many decisions which must be made relatively fast so that life can get back to *"normal."* Is the wife going to go back to work? If so, how long should she or can she stay at home with the new baby? Should the father quit his job and stay home? On what grounds do they decide who should be the primary caretaker? Should it be based solely on earning power—whoever earns the most will be the one to continue working? Or should the parent who is more nurturing, regardless of sex, stay home to care for the child? If this hasn't been decided prior to the birth of the baby, it must be decided now.

Other questions such as how child care will be provided or who will be responsible for arranging it need to be discussed. Should the babysitter or nursemaid come to the house so the child is not uprooted or will the baby be taken to someone who cares for children in her home? Are there day-care centers that take infants? Are they reliable? Is there some way to check them out? (We will look at the advantages and disadvantages of different types of day-care arrangements in the chapter on *Dual-Income Marriages.*) What about household chores and care of children during non-working hours? Will these responsibilities be shared equally? Will they be assigned or will each do whatever he or she feels like? Who will be responsible for contraception now? What method should be used? Do they want to have another baby right away? (Doctors usually warn against this for medical reasons and urge couples to begin using some sort of contraception right away.)

WHY ME? Having a Handicapped Child

Tragically, one out of every twelve women gives birth to a child with a serious illness or severe handicap. When the new parents, who are anxiously awaiting their first moment with their baby, are brought the news that their child is ill or handicapped or, worst yet, that their child did not survive, they probably feel as if someone just plunged a knife into their hearts. All of their hopes and dreams of having a beautiful, healthy baby are shattered. Words cannot describe the many emotions that quickly enter into parents' minds when they receive that kind of news.

Though each person reacts differently, the National Information Center for Handicapped Children and Youth have identified the initial reactions that parents inevitably experience when faced with this disappointment and tremendous challenge. One of the first reactions is *disbelief* and **denial**—*"This can't be happening to us!"* Next the parents feel a sense of **anger**, *"Why me—why did this happen to us? Why can't my child be healthy and normal like the children of all my friends?"* Those that have a strong religious foundation may suddenly feel that foundation cracking and may turn to GOD and ask *"Why have you done this to me?" "What did I do to deserve this?" "What sin did I commit for which I am being punished this way?"*

At this point, the reality of the loss sets in and the couple may be overcome with **grief.** This feeling usually causes parents to momentarily turn on themselves, each other, even the doctors and friends and family who may only be trying to help. Both the husband and wife may suddenly have terrible feelings of **guilt.** *"Did I do something wrong?" "Was it my fault?"* Both may be thinking that the mother didn't take good enough care of herself while pregnant, or that they should have listened to the doctor's advice or warnings. Often the guilt turns to blame, each partner blaming the other or both blaming the doctor.

If the baby survived but has severe handicaps—mental retardation (nearly 7,000 children are born each year with Down's Syndrome, the most common retardation), deafness, blindness, emotional or physical disability (10,000 babies are born each year with Cerebral Palsy) or even multiple handicaps which is more than one disability—the parents may be overwhelmed with **fear**. *"What will happen to my child?" "How will I care for him or her?" "Will I be able to love this child?" "How will other family members react?" "Should I have another baby or will it also be handicapped?"* Before parents know anything about the disability or understand it, the fear of the unknown may be completely devastating. They may also feel terribly **confused** because they don't understand what is happening. Their pain may interfere with their ability to grasp what has happened. An overwhelming feeling of **powerlessness** may also occur because they cannot change what has happened and they cannot help the child—at least not for the moment. And the tremendous **guilt**—Is it our fault?—that accompanies all the other emotions can be debilitating.

The **disappointment** that they, as parents, were unable to produce a healthy child, but did bear a child that is not perfect when they expected a superbaby, can sometimes be a destructive blow to the parents' ego. The final feeling, before parents are able to pick up the pieces and get on with their lives and raise this child, is one of **rejection**. Their first reaction may be to unconsciously reject the child and even to have a secret wish that the baby would die. And then, it is not uncommon for the husband and wife to reject each other. Each may feel that it was the other's fault or that their partner blames them for what has happened. Rather than face each other or express their feelings, they turn away. It may be easier to close down emotionally than face up to the many painful realities this situation brings up.

Not every parent goes through these stages or experiences them in this order, but usually the pain and anguish brings out many deep emotions. These emotions can and do cause many different types of responses andin both parents. How they respond after the initial reaction will determine their ability to cope with this heartbreaking disappointment. This might be the most crucial test of any marriage. How the couple begins to deal with each other and the child will ultimately determine whether the marriage can survive this trauma.

When each partner is feeling such tremendous disappointment, fear, pain or confusion, it is very difficult to think about the other's sorrow. Often, a well-meaning friend says to one partner, *"You have to be strong, ____ needs you."* At a time like this, both partners need each other—desperately. It may seem easier and less painful to withdraw, but if the husband and wife don't reach out for one another, a distance may develop between them. Many couples build walls around themselves to keep out the pain. Men, who fear that showing feeling—in this case sadness and pain—is a sign of weakness, build the biggest walls.

Unfortunately, many couples who had handicapped babies discovered that the walls they built became impossible to penetrate and they were never able to regain the closeness they had before the birth of their babies. Besides some marriages being destroyed, the handicapped children suffered greatly because these parents were never able to give their *"special"* children enough love or the right kind of parenting. Couples must find ways of supporting and nurturing each other while at the same time, working out their own grief and pain. Some have found that turning to their faith has helped them through and others turn inward towards their own inner strengths. Still others find external support systems through family and friends, professional counseling or parents of other handicapped children. Many groups which have been formed for just that reason: by parents who have made it through this difficult time, grown stronger because of it and who have enjoyed raising their *"handicapped"* but special children and now want to help others do the same.

This section on handicapped babies was not written to frighten you. It was written to make you aware that a tragedy like this can and does sometimes happen to decent and loving men and women. It is also to help you understand the importance of building a strong enough love within your marriage that will allow you and your future partner to overcome and survive any hardships that you may encounter. It is possible that some of you have already experienced similar situations, either with your own babies or by seeing your own parents' response when a handicapped brother or sister was born.

THE NEW EGALITARIAN PARENTS

In the past, traditional parents both had designated roles in terms of parenting priorities. The mother, whether she worked outside of the home or not, was the primary caretaker. She was considered the nurturing parent. The father, whose primary role was provider and protector, took part in parenting in one of two ways: he occasionally played with the children or was asked to discipline them when he got home from work. He spent more time playing with the children than he did actually caretaking. He left for work often before the children got up and then returned, usually after they were asleep. Or if the kids were still up when he got home, mother told them that Daddy was tired, and they should not bother him. If they did ask him for something, his response might have been, *"Ask your mother."* If Monday night football was on, he rarely even talked to his wife, much less his children. He did little actual childrearing.

Most people believed that this was the way it was supposed to be. After all, what did men know about raising children or nurturing them? Women, of course, were born with the natural instinct to *"mother"* a child. If the man participated at all, it was usually in a helping role. He would *"help"* mother to raise *"their"* child. Needless to say, not all men were inactive parents. There are always exceptions. But ask most adults today who reared them and they will most likely say their mothers. Also ask them how often they saw their fathers, let alone how much time they spent with them.

We have learned from family therapists treating both parents and children, and from studies done on parenting roles, that children suffer when two parents are available but only one takes an active part in childrearing responsibilities. Further studies reveal that children who have very little interaction with their fathers are more prone to socially aggressive as well as delinquent behavior. Of course,t here are many exceptions. Many single mothers—who through divorce, desertion or death have been both mother and father to their children—have successfully raised loving, well-adjusted children. Fathers offer a different dimension in parenting than mothers. Their styles of play and even communication are very different from their wives.

We have also learned that fathers miss out a great deal by not being a part of their children's lives while they are growing up. Those fathers who were too busy running companies, working ten-hour days and seven-day weeks or whose primary priority was to earn a good living—even if it was all for his *"family"*—admit later that they missed a big chunk of their lives because they never got to see their kids grow up. For many of them, it's too late. Their kids are all grown.

Songwriter, Harry Chapin, wrote a song called, "**The Cat's In the Cradle**." The words reflect the sadness of the traditional, uninvolved father who didn't have time for his son.

A child arrived just the other day,
He came to the world in the usual way.
But there were planes to catch and bills to pay.
He learned to walk while I was away,
And he was talkin' before I knew it.
And as he grew he'd say, "I'm gonna be like you, Dad,
You know I'm gonna be like you."
And the cat's in the cradle and a silver spoon,
Little Boy Blue and the Man in the Moon.
"When you comin' home, Dad?"
"I don't know when, but we'll get together then, Son.
You know we'll have a good time then."

It was not just the male's fault that tradition evolved the way it did. Women were to blame also because they continued to believe that childrearing was their role and many even discouraged their husbands from participating. It will be your fault today if you young men choose to remain uninvolved, inactive parents and you, young women allow it. It's not too late for all of you, if you choose to be parents to make the decision to be active co-parents.

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The reality is that men are just as capable as women of being nurturing, attentive parents. Women do not have some biologic, inherent ability to be good mothers—no more than men are inherently good providers. The major difference is that men have had no training in nurturing behavior. Young women, growing up, were more exposed to playing with dolls, baby-sitting and being nurse's aides. They received constant reinforcement of their role and were trained to utilize their so called *"natural"* mothering skills. On the other hand, boys were generally discouraged from taking any role (even make-believe) that would allow them to express their nurturing needs. Even when boys and girls played house, the *"daddy"* was sent off to work so that the *"mommy"* could take care of the children.

So what of the new parents who want to jointly and actively participate in the rearing of their children? Sociologically and culturally, there is still a large gap between the concept and the reality of parents actually co-parenting. Unfortunately, society still doesn't offer much support in those roles. So how do couples go about becoming egalitarian parents?

The Egalitarian Father

"A wonderful thing it is for a father to have a child.
But a far more wonderful thing it is for a child
to have a FATHER."

The new egalitarian father starts out by not being afraid to defy the media's image of the typical cool, tough "macho" man. He is not afraid of being seen as a sensitive, nurturing husband and father because he remembers the loneliness he felt when his father was not around. He is willing to risk a great deal, even be a pioneer or trendsetter, just to be a part of his child's life. First, he begins by taking an active role during pregnancy and delivery. Some studies suggest that fathers who actively participate in the birth process and are allowed to handle and spend time with the infant in the hospital are more likely to be involved parents. But other studies suggest that there is still a gap between the father's initial involvement leading up to the birth and substantive participation in parenting responsibilities. The new egalitarian father knows that he must be just as involved in being a caretaker as he is a playmate to his children.

The new active father does not want to be one of those fathers who looks back and wishes he had spent more time with his kids while they were growing up. He wants to be there now, when they need him—where he, along with his wife, can share the joys and sorrows that are a part of raising children. He wants to be there when his children say their first words or take their first steps. He will not often miss evening dinners because he has to stay late at the office or sacrifice school plays and softball games to an office project. He will not look back sadly and with regrets when his son or daughter is grown.

My Son Grows Up

"My hands were busy through the day,
I didn't have much time to play the little games
you asked me to.
But when you'd bring your teddy bear and ask
me please to share your fun,I'd say: 'A little later son.'
I'd tuck you in all safe at night and hear your prayers,
turn out the light,Then tiptoe softly to the door...
I wish I'd stayed a minute more.
For life is short, the years rush past...
A little boy grows up fast,
No longer is he at your side,
his precious secrets to confide.
The teddy bears are put away,
there are no longer games to play,
No good-night kiss, no prayers to hear...
That all belongs to yesteryear.
My hands, once busy, are still.
The days are long and hard to fill,
I wish I could go back and do the little
things you asked me to."
-Author Unknown

Today, some of these new fathers are even turning down promotions because the jobs might demand more time that will take them away from their families. Some are refusing to be transferred even if the job means a promotion or more money because they don't want to keep uprooting their families. In other words, for the new father, the family is his number one priority.

None of these changes means that he cannot find satisfaction in his career or that he cannot achieve success in the work world. Nor do they mean he will take his work less seriously or put in less effort. It just means that he will not become a *"workaholic,"* putting his job before the needs of his family—which include their emotional needs, as well. They don't mean that he must give up his leisure activities, either. He will find a way to balance his responsibilities, as well to make time for himself, so that he can do the things that he enjoys apart from the family. A little structure and time-management will allow him to do it all just as they do for working mothers. He just may find added energy because of the pleasure he experiences by being actively involved in parenting.

And how will the involved father learn this new role? By doing it, just as his wife learned—aided by his wife's understanding, patience and help.

"Don't be the man you think you should.
Be the father you wished you'd had."
-Letty C. Pogrebin

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The Egalitarian Mother

The new mother, who is looking forward to co-parenting with her husband, understands that being a nurturing caretaker is a relatively new role for him. Though it may be a new role for her also, she recognizes that she had some preparation and training for child care while growing up because she had dolls to play with, she babysat for friend's and neighbor's children, played house or nurse and, in general, received support for expressing nurturing behavior. This mother doesn't get angry when her husband asks for help. She encourages him while praising him for his contribution. She also doesn't become impatient when he doesn't do some things right or the way she thinks he should. She doesn't criticize him or suggest that she'll do it because it's easier than having to show him all the time. She knows that criticism will only discourage him from further involvement. She never tries to take over when he feels unsure or inadequate because she knows that would probably devastate him and destroy any confidence he was beginning to build in his new role. She also lets him tend to the baby's needs as often as possible. She leaves him alone, sometimes intentionally, so he gets to do certain things he might otherwise avoid, such as changing diapers. She also doesn't let him off the hook because he says he works hard and is too tired to interact with the baby. She reminds him that she too works hard and gets tired, but that they have a joint responsibility to care for their new born. She doesn't fear that if the father gets too involved, she will lose her place because she realizes that both mother and father have unique but special places in the hearts of their children.

"A MOTHER is one who take the place of all others, but whose place no one else can take."

She lets him know how much the child will benefit by having both parents involved in its rearing, as well as the rewards he will reap by this experience. She recognizes how much their relationship will be strengthened by sharing these responsibilities. She also lets him know just how important it is to her and how much closer she feels to him because of his participation.

WHEN BABY MAKES ONLY TWO

What about the young girl who gets pregnant and gives birth and either the father isn't willing to marry her or she chooses not to marry him? And what about the mature woman who makes a conscious decision to have a child without benefit of marriage, whether by choice or chance, because her biological time clock is running out? Many teens who get pregnant today choose to keep their babies. We also have a more recent social phenomenon of older women who put off having children to further careers or who find themselves nearing forty and unmarried. Many are deciding to have a child before it is too late and, if necessary, raise it alone. The emotional feelings and adjustments of the single mother are the same as the married mother written about in this chapter, only she does not have the support system

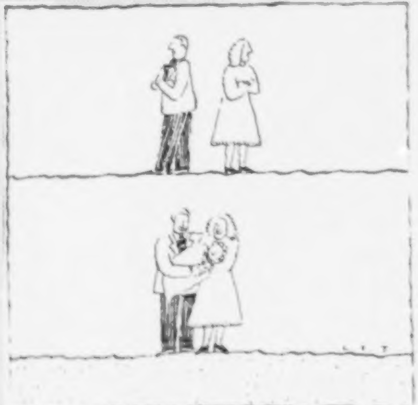
a mate provides. She may not have the same set of problems, since she does not have to learn to balance her role between mother and wife, but she has to make many other adjustments since her life will change permanently, also. Though many single women are excellent mothers and raise loving, well-adjusted children, the job is doubly tough because they must do it alone.

A young man may decide he wants to keep the baby of the girl he got pregnant. If she agrees, he will take on a tremendous responsibility as well. If he is young, he may have to give up school and get a job. He will need child care help. There are times also when a man is forced to raise a child alone because his wife dies in childbirth or when their child is very young. He too may be an excellent parent, but the job will not be easy.

CONCLUSION

This chapter was not meant to scare off potential parents or to discourage young people from wanting to have a baby. It was meant to alert you to the difficulties, the demands and the changes that come along with the joys and gratification of parenthood. It is essential that you and your future spouse have realistic expectations about the role of becoming new mothers, fathers and co-parents. It is essential that, should you decide to become parents, you be better prepared for the adjustments and difficulties, as well as the joys.

It will be reassuring to know that most new parents experience similar problems. If you understand the changes that will take place during this period and communicate your expectations as well as your fears to your partner, you will make it through this often difficult, but rewarding period with little damage to your marriage. You will be ready to go forward to a new and exciting plateau. Remember that if the needs of you and your future spouse are not being met, neither will the needs of your new baby be. The best gift you can ever give your future children, besides your love, is to allow them to openly see the love you and your partner feel for one another. Remember children learn what they live.



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REVIEW QUESTIONS

1. Describe post-partum blues. Do they affect the mother or father?
2. Identify and explain some of the changes that take place between the husband and wife after a baby is born. Explain their new roles.
3. Identify the differences between breastfeeding and bottlefeeding. Identify some of the advantages and disadvantages of each.
4. Identify some of the reasons that a new baby might act up or cry a lot.
5. What are some decisions couples are faced with soon after the birth of their baby?
6. Identify some of the reactions new parents may have when they are informed they have a handicapped or seriously ill baby?
7. Identify some of the more common types of birth defects.
8. Explain what is meant by "egalitarian" parents, fathers and mothers.

DISCUSSION QUESTIONS

1. Why do you think some new parents find it so difficult to adjust to a new baby?
2. What are some unrealistic expectations new parents have?
3. Do you think it is unusual or wrong for a new parent to resent the new baby?
4. If a new mother must return to work, how soon do you think she should do so?
5. Do you think it should always be the mother who stays home with the child?
6. If a couple decides that one of them will stay home for the first year, and both parents earn similar incomes and hold comparably important positions, who should stay home with the child?
7. Did you really know that having a baby could be so difficult and would take so much preparation? What surprised you the most?
8. Why do you think some new fathers are jealous of their new babies?
9. (Girls only) When you have a baby, would you like to breastfeed or bottlefeed? Did your mother breastfeed or bottlefeed you? Do you have friends that breastfed their babies? If so, have they ever told you what the experience was like for them?
10. (Boys only) If you have a child, would you like your wife to breastfeed or bottlefeed?
11. Do you think that roles change when a husband and wife become parents? If so, how?
12. Do you think that all babies are good? Have you ever been around a baby that cried a lot or didn't sleep much? What was it like?
13. What do you think a couple can do to get through the adjustment period?
14. Do you know any parents who have a handicapped child? How did they adjust? What are their lives like now?
15. Do you think husbands should be actively involved in parenting?
16. (Girls only) If you marry and have children, do you expect your husband to be an actively involved father?
17. (Boys only) If you marry and have children, do you expect to be an actively involved father?
18. Do you think mothers should be the primary caretakers of children?
19. Has this chapter given you more realistic expectations about having children?

RESOURCES AND REFERENCES

Pamphlets:

Women and Breastfeeding, World Health Organization, Division of Family Health, 12ll Geneva 27, Switzerland, 1982.

Books:

How to Stay Two When Baby Makes Three, Marsha Dorman, Diane Klein, Prometheus Books, 700 E. Amherst Street, Buffalo, NY 14215, 1984.

Real Men Enjoy Their Kids, Wenda Goodhart Singer, Stephen Shechtman, Mark Singer, Abbingdon Inc., 1983.

The FATHER Book: Pregnancy and Beyond. Grad, Bash, Buyer, Acedvedo, Trause, Reukauf (The Alliance for Perinatal Research and Services, Inc.), Acropolis Books Ltd., 1983.

Fatherhood, U.S.A., Garland Publishers.

Motherhood, Your First Twelve Months, Debra Ansel, Acropolis Books Ltd., 1982.

Stillborn, The Invisible Death, John DeFrain, Leona Martens, Jan Stork and Warren Stork, Lexington Books, DC Heath Co., 1986.

Coping with Sudden Infant Death, John DeFrain, Jacque Taylor and Linda Ernst, Lexington Books, DC Heath Co.

TEACHER'S ACTIVITIES: WHEN BABY MAKES THREE

I. Invite speakers to come in and talk about the following:
   - a. A parent of a handicapped child; to tell of the physical and emotional difficulties and adjustments.
   - b. Two mothers, one who nursed and one who bottlefed; to tell of their experiences.
   - c. An obstetrician; to talk about physical body changes during and after childbirth.
   - d. A father who stayed home with the new baby while his wife returned to work; to tell of his experience.
   - e. A couple with a new baby to talk about their adjustment period.

2. If possible, get each student to spend a day with a couple who has just had a baby. They could act as a helper on a weekend for friends or relatives who have recently had a baby. The point of this activity is to allow students to be a part of the "realistic" environment of a household with a newborn.

3. Have students spend the day at a center where they care for young infants. Encourage them to get as involved as possible in the tasks and routine. Have a class discussion after the experience.

4. Arrange a fishbowl activity with boys on the inside. Have them discuss fathers' roles and responsibilities in parenting and childrearing. If boys agree, girls may ask questions of them at the end of the exercise.

5. For one week, assign couples the responsibility for caring for an uncooked egg which represents a newborn baby. The egg must be with at least one of them every minute. They cannot leave it, unless they have arranged for someone to care for it. If the egg breaks, they have not been responsible, nurturing parents. The purpose is for students to understand and experience the total commitment that is required in raising a child, as well as the difficulty and responsibility. Mark each egg prior to giving them out so that they will not able to replace them if they break.

DUAL-INCOME MARRIAGE

LEARNING OBJECTIVES

Study of this chapter should enable students to:

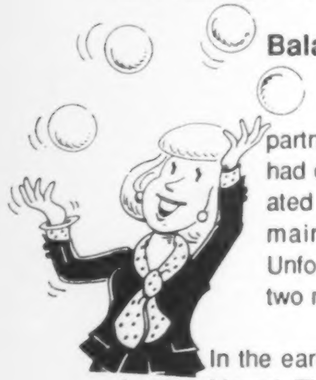
- Identify and explain the roles of dual-income partners.
- Explain how dual-income roles affect a relationship.
- Explain the difference between dual-income couples and dual-professional career coples.
- Identify ways to balance work and relatioship roles.
- Identify ways to balance work and family.
- Understand the importance of the parental role during the first three years of a child's life.
- Identify and explain the various types of child care.
- Understand the importance of selecting appropriate child care.

DUAL INCOME MARRIAGE

THE WORKING COUPLE

Usually, before couples are ready to have children, both the husband and wife are employed. Actually in half of all marriages, both partners hold jobs. Even in cases in which the wife does not need to work for economic reasons, she usually works for a few years before they begin their family. As for those couples who choose not to have children, generally both partners work. The rare exception might be the affluent, but today it is uncommon to find a non-working wife when there are no children at home.

Increased inflation, rising costs and other economic factors, along with the women's movement, all have had something to do with this new phenomena. The dual-income marriage appears to be an emerging family structure replacing the traditional marriage. Before the 1960's, women appeared to be more content to stay home and care for the home, while also tending to their husbands' needs. Some women were proud of their homemaker role and enjoyed living through their husbands' identity. Of course, even then there were non-working women who found other outlets to express their needs and individualism. They went back to school full-time or took part-time classes, got involved in volunteer work, took up a sport, or kept themselves busy with a hobby like sewing or knitting. Today, many women seek fulfillment outside of the home, while also seeking to develop their own sense of identity separate and apart from their husbands.



Balancing Roles

Most couples find it very difficult at first to balance their role as spouse or partner in a relationship with their role as employee or professional person. If they had open, honest lines of communication before marriage, they might have negotiated an agreement on these roles. That way, the combination might be easier to maintain after they got married and resumed or began their work roles. Unfortunately, this is not the case for most couples so the task of balancing these two roles becomes a difficult undertaking.

In the early stages of marriage, many relationships suffer until a workable balance has been achieved. There are a number of issues that seem to create some conflict or strain on the relationship. Some typical frustrations might be:

- **The husband or wife feels that he is not getting enough attention.**
- **The wife resents that she does all the housework—even though he says he'll do his share.**
- **They don't have sex as often or as spontaneously as expected or desired because one or both partners is just too tired.**
- **They both find themselves jealous because their spouse is working with the opposite sex.**

- **The wife resents her husband because she has to work.** She envisioned herself as a homemaker.

- **Their work schedules are completely different, leaving little time to be together.** One may be working when the other is off or one may have to go to sleep earlier than the other because he or she has to get up earlier.

- **There are also some positive results of dual-working partners as both become more comfortable with their roles.**

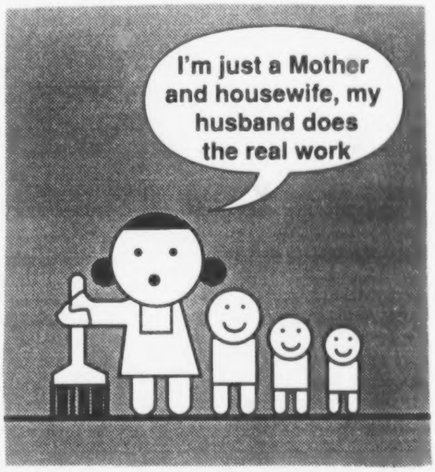
- **The couple may find life more exciting and fuller because they are around other people and often have the opportunity to meet people.**

- **The couple may discover more things to talk about and share because of their job experiences.**

- **The wife may feel better about herself, feel more attractive and have a greater sense of accomplishment and self-esteem, all of which contribute positively to their relationship.** She may also feel a higher degree of autonomy and control over her own life which also helps her project a moe positive image. (She feels similar to the way a man feels when he enjoys his work or feels accomplished, but it is a relatively new feeling for a woman because of her more recent entry into the workplace.)

- **The couple feels closer and develops an even stronger bond as they equally share in their dual roles.**

Sharing Household Chores


I'm just a Mother and housewife, my husband does the real work

A recent Yale University study revealed that men were sharing in household chores until they had a child, after which their roles declined drastically. But even with the high number of women in the work force, women—mothers or not—still do more than twice as much as men when it comes to household chores. Unfortunately, most women who hold jobs ultimately end up with three and sometimes even four distinct roles: *employee, wife, homemaker* and, if she is a parent, *mother* gets added to that list. Maybe this is where the expression *"a woman's work is never done"* comes from. Some men, even those who call themselves liberated, still find it *"unmanly"* to do houswork. This area especially is creating great conflict in relationships since women feel they are putting in incredibly long hours working at home and on the job, giving up much of their personal and leisure time. In addition, they often feel guilty they're not doing enough. If women are going to continue to be a major force in the job market, this situation must change or marriages will ultimately suffer. This could become a major contributing factor to our high divorce rate.

MAKING DUAL-INCOME MARRIAGES WORK

Though it may be difficult for one or both partners to adjust to the dual-working roles, it can be accomplished. Here are some tips to follow that may help you and your spouse balance and accommodate these roles should you ever find yourself in this situation.

- **Learn time management**. It is essential that you both learn to balance your time and prioritize your responsibilities.
- **Make your relationship first, as much as possible.** The reason most couples get married is to be together. Always remember that!
- **Show some consideration and concern when your partner comes home exhausted.** At times, both of you will react and respond differently to your jobs. If one has had a particularly difficult or tiring day, be supportive and kind. They will then hopefullydo the same for you. If you both have had bad days, be patient with each other.
- **Try to enjoy each other's successes**. It may be difficult at times not to be jealous or to feel threatened, but their success can contribute to the success of the relationship. Take some time to learn enough about their job to be sympathetic and able to share the triumphs as well as their defeats or disappointments.
- **Schedule quiet time together at the end of each day.** If you take some time to rehash the days events, you may feel closer. Once you get the business end out of the way, you will be able to get on with the more personal and intimate part of the relationship.
- **If necessary, give each other some quiet time and space at the end of the day.** If your partner lets you know that having some time to be alone is important at the end of the day, respect that wish. Do not take it personally or feel rejected. Honoring that request will show your respect and love and, in turn, your partner—when ready—will more freely open up to you.
- **If travel is essential for the job, try to call daily**. Travel can be stressful and draining to the individual, as well as to the relationship. During travel time, it is even more crucial that you take time to nurture the relationship.
- **Find a workable plan for sharing household chores or, if economically feasible, get outside help to do it.** If not resolved, this can be one of the major areas of conflict. Nobody really wants to clean, wash clothes or mow the lawn, but those things won't get done on their own. Women should not be expected to be *"Superwomen"*—working full time while also assuming total responsibility for the household. Unless both partners are willing to share, the relationship will suffer.

- **If you both decide to share *"equally"* in these tasks, be prepared to accept the other person's standards.** In other words, if your partner says the kitchen will be his or her responsibility, then don't complain when it isn't clean enough by your standards. If you really can't live with the problem, suggest trading tasks.

- **Be prepared to accept that things will not always get done on time or even at all**. The house may not be as tidy as you'd like or you may not get around to fixing the leaky faucet or washing the windows when promised because your schedules are just too full.

- **Be prepared and learn how to delegate responsibilities.** You may have to delegate some responsibilities to others, even some that you enjoy doing yourself. For example, as much as you love gardening, if you can't get to it, hire someone to take care of it, rather then let your lawn get out of control.

- **If additional income is very important to you, then you will have to recognize that sacrifices will have to be made.** You cannot have your cake and eat it too. Recognize the trade-offs; otherwise, the extra income will not compensate for the added strain that may be placed on both working partners.

- **Try to develop similar and realistic work or career expectations.** If one partner thinks his or her career has priority over the relationship and the other believes that the relationship is more important, then disappointment and friction is inevitable.

- **Attend each other's company functions, if possible.** This will help you to be more comfortable about the people with whom your partner works, as well as the environment he or she is in.

- **Communicate whenever possible.** Remember the more you share your thoughts and feelings—even when negative—the less the chance of conflict.

- **Be willing to compromise at times.** This is, of course, important in every stage of marriage and marital situations, but it is doubly important because of the additional strains often placed on dual income couples. Whenever and wherever possible,

COMPROMISE.....COMPROMISE.......COMPROMISE!!!

DUAL-INCOME VS. DUAL-PROFESSIONALS

Not all working couples have dual-professional careers. Actually, dual-professional couples make up only a very small portion of the dual-income work force. Do you know the difference between a job and a professional career? The major difference is that the professional career takes a degree of commitment *(often reflected by long and tedious educational training)* and generally involves the pursuit of personal fulfillment, achievement and growth. Not every-

one pursues a career, and those who do not may be just as happy with their 9-5 job and steady paycheck. Usually, dual-professional career partners both have demanding jobs, often with high pay and status. They make a major investment in time, energy and ego to achieve their career goals. These couples may actually value their work as much as they do their mates or families, which is why they tend to have fewer children than other couples. Generally, most dual-professional partnerships have only one or two children.

ADVANTAGES OF DUAL-PROFESSIONS

Though dual professional career marriages are not trouble-free, some early studies show that couples seem happier when a women works because she alone chooses to and when she also has the opportunity to pursue personal career goals. The woman pursuing a professional career often has a higher level of self-esteem than the non-employed women and, therefore, her relationship may thrive strengthening the bond between her and her partner. Generally, the dual-professional career couple jointly earn a substantial salary, which allows them to move rapidly into a higher socio-economic level than either of them might attain independently. They often have many more personal, professional and financial rewards—and less financial worries—than non-professional, dual-income couples. Husbands in dual-professional marriages often find their career wives more intellectually stimulating than the husbands whose wives do not work. Professional couples are often able to buy time to be together because they can pay someone else to do some of the tasks and chores that otherwise might prevent them from enjoying leisure time together.

PROBLEMS FOR DUAL-PROFESSIONALS

Many men today still have trouble accepting their wives as equals in the work place. They may have even a bigger problem when their wives have higher level positions, earn a greater salary, or get promotions while they're still struggling up the ladder of success. Generally, if a woman goes to work out of necessity and takes a *"job,"* the husband is not threatened by her new role. But if she begins a professional career, then her advancements or successes can be very threatening.

Because the dual-professional phenomena is so new, and men traditionally have been the *"breadwinner,"* the male may initially find it disarming to the comfortable, masculine foundation with which he grew up. Competition can be a problem for dual-professional couples, particularly if they are in the same field. If the male's self-esteem is low, he either may be motivated to compete or instead may feel inadequate; either reaction could be destructive to the relationship. If jealously gets out of hand, not only might the husband resent his wife but she in turn may resent him for not supporting and encouraging her career. The obvious results can be anger, hostility, competition and more resentment. The man's anger may turn inward, possibly resulting in sexual impotentency. If these feelings are suppressed and the conflict remains unresolved, the relationship will suffer and the positive feelings which brought them together in the first place will begin to erode.

Because dual-professional partners are so committed to their careers, they sometimes become so preoccupied that they forget to make time for each other. Professional couples face daily challenges and often have enormous responsibilities at work, which they may find difficult to leave at the office. Many find it particularly hard to turn off their business personality at a time when they should be relating on a more intimate level at home. Or each partner may just be too exhausted to give the kind of attention to the relationship that it needs to survive and grow.

Unfortunately, even though dual-professional couples are generally more ***egalitarian***, there often are the same inequities when it comes to housework. Women, even high-powered executives, still find themselves doing more of the traditional *"women's work."* Unless they can afford or choose to have a housekeeper, women still spend many more hours than men doing typical household chores—*cleaning, cooking, washing clothes* or *ironing.* Despite the fact that wives may be putting in just as many—and in some cases more—hours at work than their partners, many husbands still feel that housework is beneath them.

Those men and women that adjust well to their partner's success, do so because of their own strong foundation of self-esteem. The couple who is comfortable with their dual-professional roles are also usually comfortable with flexible gender roles. In other words, neither is stuck in the traditional *"masculine"* or *"feminine"* roles of behavior. They also know that their problems will increase if their career strategies and work values are in opposition, *so they try to find ways to work together to reach their goals.*

WORKING PARENTS

Over 20 million mothers work outside the home. Less than 30 percent of this country's families fit the traditional picture of father working while mother stays home raising the children and baking cookies. Unfortunately, today many families find themselves financially unable to meet debts or to raise children in what they believe to be the appropriate environment without both parents working. Those who advocate that mothers should be at home with young children at any cost question whether the additional income is worth the time lost with children. They also question whether these mothers work out of financial desperation or because the *"appropriate environment"* only means having additional, but not crucial, luxuries. In other words, psychologists and therapists are asking, *"Is buying nicer clothes for your children or taking them on vacations which may add to the quality of their life really worth missing out on the formative years when children appear to need ongoing closeness and nurturing of a parent?"*

WORKING MOTHERS

According to 1988 Bureau of Labor Statistics data, 61 percent of mothers with children under 18 work. Fifty-one percent of the working women had children under six. Almost half of working women who give birth return to their jobs before their babies are one year old. Though poor women have always had to work to support their families, today many middle-class mothers as well say that they are forced to work out of economic necessity. Some attribute that need to divorce which often leaves single mothers financially drained. Here's how one mother described her situation:

"I had to work. We were just about broke and in debt to everybody. It meant though leaving Burt with a babysitter each day. He wasn't 2 yet, and he would cry as soon as I started to leave. I'd literally have to run out the door. The babysitter was nice and friendly and certainly didn't mistreat him at all. But he was young, and he couldn't understand why I'd leave him. It made me wonder what's worth what. We don't want to be so poor that we can't afford to make it as a family. But while I'm out trying to make a financially livable situation, I'm worried to death all the time: Am I seriously hurting my son? Am I maybe even destroying my family?"

The following poem entitled, **"Thoughts of a Working Mother"** reflects just those feelings:

You cried the first time I left you,
instinct told me why,
I wanted to take you home with me,
but instead I wiped your eyes.
"I'll have to go to work now. I'll be back for you tonight."
To my tearful little angel those words must seem like spite.
You're gone so many hours and my desk is piled high,
I wish that I could see you and be there when you cry.
By now you must be playing, by noon you'll take a nap.
When lunchtime comes I'm praying that I could hold you on my lap.
If I could only see you, to watch you when you play.
I need to know you're happy and safe throughout the day.
I miss so many moments when you're away from me.
Like the crayons on your paper making pictures for memory.
The day will soon be over and I'll be coming back to you.
I won't be at my best then 'cause most the day is through.
I know you'll be excited and thrilled that I've returned,
But can you ever comprehend how much for you I've yearned.

Not all mothers are forced to work outside the home, but many feel they need to because they want to maintain the standard of living to which they've become accustomed. Others want the additional income to achieve goals they have set for themselves and their children. Some mothers feel compelled to work for personal fulfillment and career goals while others just find it too boring to stay home all day.

With so many new high-tech home machines or appliances, mothers feel they no longer have to spend all their time as homemakers. A recent survey of working women by *"The New York Times* found that 58 percent would rather work than stay home, even if they could afford to.

YOU KNOW I'VE READ THAT BEING A MOM CAN BE PRETTY STRESSFUL AND THAT GOING TO THE OFFICE MAY HELP YOU..
DO YOU KNOW WHERE THE SAYING "T.G.I.M." CAME FROM?
TGIM?
THANK GOD IT'S MONDAY.

Effects Of Dual-Working Parents (Mothers) On Child Development

Some child psychologists dealing with disturbed children and researchers in the field of child development suggest that the bond of attachment formed between mother and child within the first three years of life is the most crucial. Similar findings also suggest that the child needs direct contact and attention from at least one of its parents during this time. According to Dr. Armand Nicholi, a Harvard psychiatrist, *"The absence of a parent through death, divorce or time-demanding job contributes to many forms of emotional disorder—especially....anger, rebelliousness, low self-esteem, depression, poor academic performance and anti-social behavior."*

These therapists and researchers believe that how a child responds to the early role of its parents determines the mental health and persoality of that child. They believe that the early years will determine the quality of the family environment. The potential for developing the kind of *"healthy"* environment faavored by these psychologists is tremendously limited, they claim, by the new phenomena of dual-working parents. They believe that if parents, particularly mothers of young children, are not available to them during the formative years, there will be negative and even damaging results in later life.

Of course, not all people involved in the field of child development believe that children suffer when both parents work. There are many other studies that reflect no damaging results in child development as a direct result of working parents. Some studies indicate that a mother's employment has positive effects on a child, particularly if she is content with her work. It appears that mothers who have a career or job may be better role models for their daughters. Dr. Dolores Gold, professor of psychology at Concordia University in Canada, has shown in her research that children of working mothers usually are more independent and responsible than children of non-working mothers. Some studies even suggest that working mothers spend almost as much time caring for their children as non-working mothers. Another potentially positive consequence of working mothers is that, as a result, fathers are becoming more active and more involved in their children's lives.

I DON'T MIND MY MOM WORKING----- IT DOUBLED MY ALLOWANCE.

Regardless of which theories are correct, it is well documented that the first three years are the most important in the physical and psychological development of a child. If couples are planning to have children and both partners are eager to continue working, they should carefully consider all consequences and the impact their decision will have on their child's development.

Couples might want to consider alternatives such as these (if possible):

- *Delaying the mother's career development during early childrearing years.*
- *Limiting the number of children they will have.*
- *Seeking the type of employment during early childrearing years that might allow parents to have substantial time with their children (e.g. part-time work, teaching).*
- *Seeking the type of employment that offers day care service at the workplace.*
- *Fathers making a commitment to take some time off from their careers to stay at home with the child.*
- *Either parent finding work that they can do at home that will allow them to have t benefits of extra income while also being available to their child.*

Though we should not automatically assume that mother is the *"right"* parent to stay at home after childbirth, society, in general, believes that. If we accept the belief that mothers are the acceptable childrearing parent, then we must recognize that effective mothering does not depend so much on whether the mother is employed, but rather on the mother's sense of self-worth.

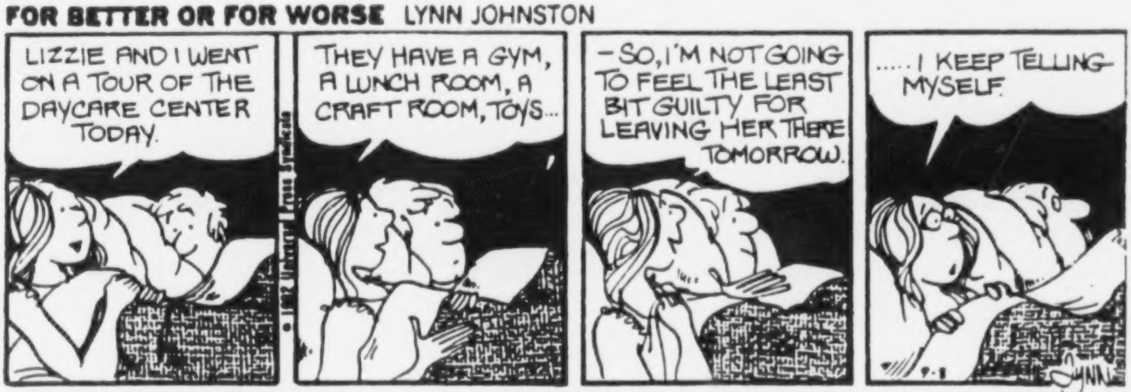
If she is content with herself and her life, has a high self-esteem and is treated with respect by her spouse—whether she has a high-paying career, an office job or is a housewife—she will carry out her mothering role more efficiently and more lovingly. If this is accomplished by working, then the family, and especially the spouse, must support her in that effort. Some believe that a mother who resents being at home and has a poor self-image will be more harmful to her child's development than a working mother who feels fulfilled and content. A part-time but devoted mother is far better than a full-time one who is always complaining or depressed.

Whether or not you become working mothers, you will not want to miss watching your children grow up. The following poem, called "**My Daughter Grows Up**," reflects a mother who wishes she had spent more time with her daughter.

"My hands were busy through the day.
I didn't have much time to teach my little girl what to me was work,
but to her was play.
And when you'd come with your baby doll, and ask me to rock her back and forth,
I'd say, *'Not now, I'm busy, dear.'*
I'd tuck you in all safe at night. Kiss
your cheek and hug you tight.
Tiptoeing softly to the door...I'd
glance at you again once more.
I wish I'd stayed a minute more...
For life is short, the years rush past, a
little girl grows up too fast.
No longer is she at your side, her precious
secrets to confide.
The baby dolls are gone today,
I now remember all those times you'd
ask to help with little chores:

No goodnight kiss, no prayers to hear....
That belongs to yesteryear.
My hands, once busy, now are still;
The days are long and hard to fill.
I wish I could go back and share,
the little things that say *"I care'!"*

- Author unknown


FOR BETTER OR FOR WORSE LYNN JOHNSTON
LIZZIE AND I WENT ON A TOUR OF THE DAYCARE CENTER TODAY.
© 1982 Universal Press Syndicate
THEY HAVE A GYM, A LUNCH ROOM, A CRAFT ROOM, TOYS...
-SO, I'M NOT GOING TO FEEL THE LEAST BIT GUILTY FOR LEAVING HER THERE TOMORROW.
.....I KEEP TELLING MYSELF.
9-8
Lynn

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THE IMPACT OF WORKING MOTHERS ON SPOUSES

Unfortunately, many men are confused and uncomfortable with this new phenomena. It may be particularly difficult for some *"traditional"* men to get used to the fact that their wives have to work at all. After all, their fathers earned enough for their mothers to stay at home. They may even feel that they're not much of a *"man"* if they can't provide enough for their wives and families on their income. The traditional man may also resent losing some of the traditional privileges that used to be reserved for fathers, considered at one time to be "king or master" of the home. We no longer see pictures of father in his easy chair, with his wife bringing him his pipe and evening paper. Some men may long for those *"good old days,"* but those days are probably gone forever and husbands and fathers may come to see that they weren't really such good times With the burden of having to be the sole provider man/dishes lifted off his shoulders, he will not only live longer but he may find that the quality of his life improves greatly. He will not only have more time for his family, but for himself as well. He may discover, for the first time, the real meaning of father—not the kind of absent father that his father was.

SHARING CHILD-REARING ROLES

Because working couples have limited time at home, it is essential that both take an active parenting role. Employed parents have a hard time participating in their children's school activities, teacher conferences, routine trips to the doctor and even recreational activities. So each must make a concerted effort to be as involved, as much a part of their children's lives, as possible. Child-rearing responsibilities must be shared, with each doing his or her part to ensure that their children's needs are being met.

> **"A career woman who has survived the hurdle of marriage and maternity encounters a new obstacle: the hostility of men."**
> **-Caroline Bird**

In past years, mothers were in charge of child rearing and fathers were usually assigned the unpleasant chores of punishing or disciplining the child. Many of today's adults remember hearing, *"Just wait until your father gets home. He's going to give it to you!"* Often children's only real connection with their fathers was when he was disciplining them. The memory for many was of a father who was not around much but when he was, he was the mean father who punished them. Dual-working parents now have to share disciplining and child-rearing roles more equally. It helps if working parents assign individual tasks so that each knows what his or her responsibilities are. The roles should be flexible and interchangeable.

Working parents must always have alternative plans because work schedules can often interfere with the best laid plans. Unfortunately, kids today will not spend as much time now with either parent—but the time spent can be quality time, if each parent makes a total commitment to be available and to share parenting roles.

THE PROFESSIONAL CAREER MOTHER

The professional career mother may especially experience conflict with her parenting role because of the tremendous demands placed on her from her career, as well as her family. Unlike the mother who works 9-5 at her job, the professional mother's job responsibilities don't always end at the end of the day. Often, she has meetings that go well past five or work to take home for the next day's conference. The struggle between excelling on the job while still being an effective parent can be overwhelming. Many try hard to be a *"supermom"* and many fall short. The professional career mom must work doubly hard at balancing work and family. She needs strong encouragement, support and help from her husband. If he is not supportive of her dual roles, then her efforts to do a good job at either will be in vain.

Women who truly desire a career and children may wish to consider either waiting until they are in their 30's and their careers are established before having children or waiting until their children are in school before pursuing their career goals.

THE WORK PLACE AND THE FAMILY

Even though many employers are themselves mothers and fathers, the work place, as a whole, seems devoid of almost any emotional response to working parents and their special needs. Profit is their major focus and, in some cases, anything that gets in the way of that goal is considered a hindrance. So the problems of working parents and their families are generally not considered very significant in the work setting. If family problems get in the way of getting the job done, these employees can and often do get replaced.

In almost all cases, women are allowed *maternity leave*, although only about 30 percent get paid leave. A couple of large corporations allow men to take *paternity leave*. A few more allow men to take short leave when their wives have a baby and some even allow "sick days" for husbands to take off when a child is sick.

But can you imagine the male police sergeant, high-level executive or assembly line worker going into his boss and saying, *"I'd need a few days off to take care of my sick child," or "I'd like the afternoon off to see my child in the school play."* How about, *"I'd like three months off to be with my wife and newborn child"* or *"I'd like to work part-time for a while, so I can spend some time with my new baby."* They either would not be taken seriously or flatly turned down. But it's not at all far fetched for women to make those requests or even expect the time off. Admittedly, it will be difficult for men to be active fathers until the work world recognizes its responsibility to help build nurturing families.

Only a few companies are genuinely concerned about the lives of their employees. One such company, Merck Pharmaceutical, bases its approach on the idea that it cannot expect to maximize productivity if employees suffer from family stress or have unfulfilled needs for appropriate day care. Companies such as Merck recognize that the 9-5, 40-hour work week is not appropriate for many working parents and they have developed alternative work patterns for their employees. Some of these options are becoming more and more popular and, hopefully, they will be available to you, if and when you are faced with the dual-working parental role.

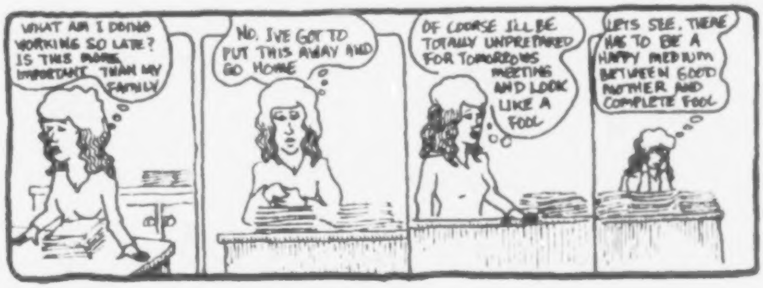
- **FLEXITIME** means "flexible work time." Employees may still work 40 hours a week, but, within limits, they can structure their starting and finishing time to meet the needs of their families. According to a l982 survey of the readers of *Better Homes And Gardens Magazine*, 66 percent said they wanted flexible work hours.

- **PERMANENT PART TIME (PPT)** is different from the *"traditional"* part-time work which never provided fringe benefits or job security. Over thirteen million people have chosen this option over full-time employment. On the average, they work between 20 and 32 hours per week. Some companies such as Control Data Corporation in St. Paul, Minnesota and Shawmut Bank in Boston, Massachusetts have a *"mothers' s*hift" which allows working mothers to work from 9-3 daily. The Boston bank goes even further to help the working mother by allowing her to work only nine months per year, with college students filling in during Christmas and summer vacations. This way mothers can be at home when their children are out of school.

- **JOB SHARING** is a form of permanent part-time employment in which two part-time workers share one full-time position. More and more companies are adopting this policy. Levi Strauss & Company in San Francisco and New York Life Insurance are two frontrunners in this area. New York Life has more job-sharing pairs than any other corporation. Job sharing is not only for low level jobs either. Supervisory and professional jobs are being structured this way also.

These alternatives have primarily been designed to meet the needs of the tremendous number of mothers with young children forced to enter the work force. Companies are also recognizing that many of these mothers are talented and bright and, if they do not find ways to accommodate them, they will lose valuable, professional employees. Women still bear primary responsibility for raising children and most of them are struggling to find ways to find time for both work and family. Those few sensitive companies who recognize that, and choose to find ways to help them do both, deserve a great deal of respect, acknowledgement and appreciation. Hopefully, they are setting trends that all companies will soon follow.

BALANCING WORK AND FAMILY


WHAT AM I DOING WORKING SO LATE? IS THIS MORE IMPORTANT THAN MY FAMILY
NO, IVE GOT TO PUT THIS AWAY AND GO HOME
OF COURSE ILL BE TOTALLY UNPREPARED FOR TOMORROWS MEETING AND LOOK LIKE A FOOL
LETS SEE, THERE HAS TO BE A HAPPY MEDIUM BETWEEN GOOD MOTHER AND COMPLETE FOOL

To satisfactorily balance the multiple roles working parents must fill is no easy task. Unless it is accomplished, however, both partners and their children suffer greatly. In addition to supplemental income, dual-working families enjoy other benefits, such as the mother's increased self-esteem and sense of personal satisfaction. But no one will be able to benefit from these advantages if the parents don't learn how to balance their work and family lives.

As separate as these roles are, they are strongly connected because if one suffers, the other will as well. If you are overworked at the office, you may be too tired to be an effective parent or partner. If things aren't going well at home, the feelings of stress or depression will certainly carry over into the workplace. Each hinges on the success of the other.

To satisfactorily balance both roles, partners must:

- **Acknowledge the effect that these multiple roles have on intimacy and personal relationships.** Because multiple roles can be stressful and an added burden on the family relationship, both partners must seek to understand that sometimes the roles may interfere or occasionally cause problems to an otherwise healthy relationship. Tolerance and understanding are crucial elements in dual-income families.

- **Identify the sources of stress for working parents and seek to eliminate them whenever and wherever possible.** If parents are having problems at work, they must seek to resolve it so that they do not bring it home. Conflict even in the workplace can be resolved. If the source of stress is coming from the family, then the partners or the entire family, if necessary, should sit down and negotiate a way to reduce the stressful situation.

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- **Explore and discover comfortable styles for coping with dual roles.** Each person must discover his or her own style for coping with the roles. One may need some quiet time after work before he or she can relate to other family members. Another may need to share some stressful event that occurred during the day before he or she can begin to relatewarmly to the family.

- **Develop priorities in planning for family and work.** Parents must assign priorities to their roles and tasks. The family should almost always take priority over the work role, especially in situtions in which a family member is ill, in danger or emotionally needy. If parents can learn to successfully balance their dual roles, seldom should either role have to suffer at the expense of the other.

- **Set objectives and then work towards achieving them.** When developing priorities, also set objectives that are important to maintaining family unity. If it is important that the family have dinner together as often as possible, then set that as an objective and make every effort to be there. Meetings can often wait or you can always take home some work that you just couldn't finish at the office. Bosses are parents too and, hopefully, theywill understand. If they don't, you may try to negotiate with them; otherwise find another job, if meeting your family objectives are important enough to you.

- **Increase their own understanding of their children's psychological needs while also helping their children to understand the need for both parents to work.** If parents follow their child's development and are tuned in to their needs, they will be able to meet most of them. Unfortunately, there are times when working parents just can't be there and children need to understand this. Fathers used to be the only parent that missed the opportunity to see their children growing up. Now, unfortunately, both mothers and fathers sometimes miss seeing their child take a first step or speak his or her first word.

As this poem, **"As You Grow Up, My Child," expresses**... parents must make time for their children before they're all grown up.

My days are full, so much to do. But there should be some TIME for you...TIME for us to share the things this fleeting TIME of childhood brings...TIME to play beneath the sun. TIME for prayers when day is done...TIME for laughter and surprise. TIME for watching butterflies. TIME for early morning walks, playing games, and late night talks...TIME for warmth, a tender touch, the gentle things that mean so much...

TIME before you go away, to taste the joy of every day...For years will pass, so soon it seems. And you will go to find your dreams...The days, so busy now for me, will then be just a memory.

When that TIME comes, my heart will yearn these precious hours to return...So before this busy day is through...Remind me to take TIME for you.

— B. J. Hoff

LATCH KEY CHILDREN

The *"latch key"* child is a fact of our present society. Latch key refers to children who are left alone to care for themselves after school while parents are at wo It got its name because these children were given a latch key to hang around their necks, so they would not lose it. In I977, an estimated 20,000 children between the ages of 3-6 were left alone. Today, over seven million children under twelve are left alone every day—after school, when they're not feeling well enough to go to school or when school is closed. They spend anywhere from two to eight hours alone. This new phenomena is a direct result of the tremendously high number of mothers entering the job market. And generally, it is those mothers forced to worked to make ends meet that also are forced to leave their children alone because they can't afford day care services or babysitters. But latch key kids are not only children from low income homes. One study reported that 70 percent come from households that earn more than $35,000 annually.

Before parents decide that this is their only alternative, they should check out all possible sources of child care. They should first look into after-school programs which may be available at the child's school or other schools in the neighborhood. Recreation centers often have after-school programs, as do youth groups, church groups and libraries. Usually these services are free. Check with neighbors who may not work who also have young children. Leaving a young child alone, under the best of circumstances, should bethe last resort.

Again, researchers studying this new sociological trend have differing points of view. It's probably too new to really know long-term effects. Some believe that children who are left alone can be as well adjusted, have as high self-esteem and be equally in control of their lives as those who are supervised. They suggest that the increased independence creates self-reliance and autonomy, areas in which most parents don't usually help their children develop.

Others believe that leaving children alone, particularly young children, can produce long-term, harmful effects. These psychologists report that lack of adult contact creates insecurity and encourages an isolation that may later stunt a child's emotional and social growth. The effects may also depend on the child's age. The bottom line is probably that some do fine and others just can't handle it. Some thrive from the feeling of independence and adult responsibility and others feel frightened and abandoned. For those that are fearful, being left alone can be traumatic. There have been reports of kids hiding under beds or in closets until someone came home. They were so afraid that someone would come in or that something bad would happen that they were literally immobile. But if a child has common sense, a sense of responsibility, maturity and a positive attitude starting out, he or she will most likely come through the days as a *"latch key"* kid normal and healthy.

Some problem areas that have been identified for latch key children are:

- **Fear** of someone breaking in, being hurt or having a fire.
- **Boredom**. Kids can't find enough to do and have too much spare time which contributes to their fears.
- **Loneliness**. Kids feel isolated, alone and rejected. The solitude of the home can also add to their fears.
- **Abuse** or sexual advances or by older siblings, relatives or strangers.

Guidelines for Latch Key Children

Because of these concerns, it is essential that strict guidelines be established for children left alone, and these rules **must** be strictly enforced. If they are followed, children's fears and doubts can be largely reduced and their safety increased. Here are some things that you should be certain to do, if you are ever have to leave your child or children alone:

- **Be sure children are able to contact you or another adult in case of emergency.** If they are young children, teach them to use the phone and be sure they know their name, address and telephone number. Practice with them until you are sure they have it.
- **Post all important phone numbers in case of emergency and be sure that they know to call 911 (or what ever the emergency code is in your locale) if they cannot reach anyone.**
- **Have them carry emergency instructions with them and be sure they are posted in the house as well.** These instructions should include what to do if they lose their key, discover the house open, an intruder inside or if a fire starts.
- **Arrange a telephone and/or neighborhood support group.** This way kids will always know that there is someone to turn to, if they cannot get a hold of you.
- **Set up a regular schedule of things to do and household tasks.** The busier they are, the better off they will be. Assign certain house hold chores. Get them started with a hobby, an exercise or reading program.

- **Be sure they know how to use electrical appliances ord instruct them not to touch them at all.** If young children are left, every effort should be made to disconnect or cover electrical outlets.
- **Be certain to make sure there is food for an afternoon snack or meal.** Try to leave foods that need little preparation, but are nutritional.
- **Instruct them not to open the door to strangers.** They should not open the door

to anyone—even someone familiar to them— unless previously arranged and given permission by you. (Newspapers have reports about young children opening the door to the nice old man next door who sexually molested them when he discovered they were alone.)

- **Set up rules for playing outside, having friends visit or visiting with friends.** You will have to determine which rules are acceptable, but they must be established and followed.
- **Try to call every afternoon, if possible.** Often this is just not possible. But make every effort. Kids alone need to feel connected to their parents.

- **Try and make time to sit down and talk with your child, as soon as you get home.** If you allow your child to openly communcate his or her feelings, or concerns each day, you will help to eliminate many of the fears or problems.
- **Most of all show patience, love, understanding and interest during this time.** Working parents who leave their child alone need to make every moment count.

CHILD CARE

Because parents today aren't always able to be with their young children during the early growth years, finding the right type of day care becomes crucial to a child's development and feelings of self-worth. Appropriate and adequate day care can also contribute greatly to the parents' sense of mental well-being. The need for day care is growing astronomically, as more and more women are joining the work force. The rising divorce rate also contributes to that need.

The fourth biggest expense for the average family today is child care services. Unfortunately, the United States, as well as many other countries, are falling short in this important area and are not keeping in step with the changing times. To begin with, we do not have enough child care facilities and of those that exist, too many are inadequate or just not affordable to the average couple.

In the past, when few mothers worked, a great many women were available to care for children. Because women had such limited career opportunities, and society in general frowned upon working mothers, there were many capable, competent and very loving women ready and willing to care for the child of a friend, neighbor or relative. Today, that extended "family" system doesn't exist because so many women who might prefer to be home caring for their own children, as well as others, are often forced to return to work.

Again, as with all new social trends, there is great conflict regarding the affects and effectiveness of the various types of day-care services that are available. Noted psychologist, Urie Bronfenbrenner of Cornell University, believes that *"a child's socialization skills are often damaged by institutional day care because young children who spend more time with their peers than with their parents become peer dependent and often sacrifice family values."*

Dr. Jerome Kagan, on the other hand, a child psychologist at Harvard University, conducted studies that concluded that children attending well-staffed and well-equipped day-care centers exhibited the same level of intellectual and social development. They also were equally close to their mothers. Some researchers believe that there is no evidence that children are harmed in any way by *"appropriate"* child care. And, unfortunately, in too many cases, children are better off and safer in day care. In homes where children are neglected or abused either physically or emotionally, day care may provide the only environment in which they receive attention, support and nutritional care. Day care may also offer intellectual gain and stimulation to children who come from disadvantaged households.

Some therapists, like Dr. John Reichert of the Illinois Children's Home and Aid Society, believe that if a child must be cared for by someone other than its own parents, *"the separation should take place before or after the time when the primary attachment occurs (It occurs during the second half of the first year of life). Dr. Reichert also believes that "if the separation takes place during the crucial period, the child will begin to suffer from extreme anxiety in the presence of strangers."*

Types of Day Care

Many options are available in the area of child care but overall good day care requires: a caregiver who provides the child with care and guidance; a setting that keeps the child safe and healthy, and activities suitable to the child's social, emotional, physical and intellectual growth. Not every type of care is open or available to all because of individual or financial restrictions or limitations.

There are basically three different child care arrangements from which parents can choose: l) *day-care centers, 2) family day-care homes* and *3) in/at-home provisions* which might be a babysitter, housekeeper or live-in family helper. Each may serve the purpose or may be appropriate at different times depending on the the age of the child, his or her specific needs and disposition, and the convenience, quality of service and types of provisions supplied by the caregiver.

During the selection process, parents should remember that they are looking for an extended system of caring. While no one can or should take the place of the parent and the special kind of nurturing that only parents can provide, caregivers and care-giving facilities should be able to offer some degree of warmth, caring and support. Caregivers, in essence, become responsibile for the child's developing social skills, emotional stability and physical and intellectual competency when parents are not available. The degree that the child will benefit depends on the caregiver's skills, qualifications and sensitivity.

Day-Care Decisions

There are benefits and advantages for all three arrangements but each also has disadvantages that should be looked at, as well. Deciding on the type of day care is a crucial decision because the results can affect the long-term physical as well as mental development of the child.

Psychologists generally agree that infants and toddlers should be cared for in the home environment and that they need consistent care from a few nurturing adults as opposed to different people every few weeks. Very young children should not be left in the care of adolescents on a regular basis, although occasional babysitting is all right.

In-home child-care services can cut down on job absenteeism or lateness. There are no morning hassles of having to rush to get the child ready and then transporting him or her. Of course, caregivers can be late getting to the home also. If the child is ill, someone is there to care for him or her, whereas in a day-care facility without provisions to care for a sick child, one parent must stay home from work. Parents choosing this arrangement can set the rules according to their personal desires or child's specific needs. They cannot do that in a day-care center.

For more than one child, hiring a caretaker may be cheaper. For one child, this arrangement could be extremely costly. One way to keep costs down is to share a babysitter with a friend or neighbor willing to bring his or her child to the other's home. (Parents could take turns having the caregiver in their home.) There are some negatives about in-house care, also. Finding quality, reliable help that will stay for a sufficient length of time is the major problem. If the caregiver is ill, then one parent may still have to stay at home occasionally. If the caregiver has personal or family problems, the child may suffer from lack of attention or nurturing. And depending on their age, children miss the stimulation of being around other children. Sometimes, working parents find it necessary to hire a live-in caretaker, particularly if either parent travels. Again, finding suitable or acceptable people who are willing to live-in can be extremely difficult. It can also be very costly. And parents often lose much of their privacy.

When looking for help, parents should ask friends—call churches—schools—doctor's offices (pediatricians)—place newspaper ads—put notices up on bulletin boards—or talk with a domestic employment agency. The most crucial aspect of hiring an in-home caregiver is screening the person very carefully, checking all references closely. They should ask questions requiring responses that would indicate what the person would do in emergencies or how he or she would discipline the child, if necessary. Parents should remember that this is someone to whom they are going to entrust their child's life. It is also important for parents, upon hiring a caregiver, to list in writing the duties, responsibilities and hours. They should be sure that nothing is left to assumptions. Everything should be spelled out, clearly and concisely.

The second type of day-care arrangement is **family day care** where the child is taken to the home of the caregiver. Often it is another mother with children of her own, who still needs additional income but has chosen not to take a job outside of the home. Usually, there are only a few other children—2 to 6 on average. In most instances, these homes are not regulated by any laws, so again it is crucial that parents thoroughly check out the credentials of the caregiver. They should also be sure that health and safety standards are kept up.

The third type of day care is a ***day-care center***. Nursery schools would fall into this category also. This is usually a home or building that is licensed to care for children. New day- care facilities are opening regularly in both urban and rural areas. Parents choosing this arrangement should be most concerned with: the staff's skills and qualifications; whether planned activities and educational programs are provided for older children; the number of children participating and the staff-child ratio. Parents should also be concerned about staff turnover. Young children need consistency. They need to form a bond with which they can feel secure and safe. They cannot do that if their caregivers change frequently. And again, children's emotional, physical, social and intellectual needs must be met and that should be the main concern of the caregivers. In selecting a day-care center, parents should try and check out the background of the director or owner. They should make every attempt to find out if the center has had any problems with staff members or safety provisions. Unfortunately, a number of facilities have received negative publicity recently because of reports that staff members were allegedly sexually molesting the children.

Guidelines in Selecting Day Care

Parents are concerned about many issues when selecting a caregiver for their child. The following areas should be evaluated during the selection process to help reassure parents about the integrity of the caregiver and the quality of the environment.

Does the caregiver or staff:

- appear to be warm, friendly, gentle and calm?
- appear to be patient, attentive, positive and accepting?
- treat each child with respect and individuality?
- spend adequate time with each child?
- read and talk to the children?
- encourage the children to express themselves?
- seem to be the kind of person with whom their child can relate and feel comfortable?
- Cuddle and hold infants or toddlers?

Does the environment have:

- clean and comfortable surroundings?
- adequate heating and ventilation?
- room enough for children to play or nap?
- safety precautions (Are electrical outlets covered and cabinets with harmful materials locked)?
- enclosed outdoor play area?
- enough equipment and playthings that are safe and in good condition?

Parents should also be sure to discuss the following with the caregiver before making a decision:

- Fees
- How meals are to be provided and what will be served
- How emergencies will be handled
- Transportation arrangements
- Arrangements for holidays or vacation times

Parents should try to learn as much as possible about the center and the individuals running and staffing it. This may be the child's home environment for a significant period of time. Having faith and trust in the people providing care and nuturing to their children can be greatly reassuring to parents, especially when they are feeling guilty about leaving their child with *"strangers."*

Company/On-Site Day Care

Today, only a few companies provide day care at the job site. Employer-supported child care accounts for only about one percent of the day-care providers. Some companies have added child care expenses to their package of fringe benefits from which employees may choose. Those companies who arrange for or provide day care do not look at it as a social responsibility, as much as they see it as an investment in higher productivity and lower absenteeism. One company reported that having its own day care saved them $30,000 in reduced absenteeism. Unfortunately, on-site day care is still the exception, not the rule. Until companies begin to understand the connection between family life and employment productivity, they will continue to ignore social problems, only one of which is day care. Inadequate or insufficient day-care provisions are a major problem for many dual-income parents and the stress that results inevitably affects their work role.

CONCLUSION

Because our economy is so fragile, job stability is not something we can count on. But with dual-income families, the loss of one income does not have to leave the family devastated, as it once did, when women did not work outside the home. As couples become more comfortable with this new way of life, the unemployed partner—even if male—will be able to assume childrearing and household tasks for a period of time. In the past, older children sometimes quit school to care for the younger children or they out to find jobs. In traditional families, when a man was out of work, the financial loss was not the only reason the family suffered. In addition, because the father's self-esteem was often so wrapped up in his provider role, his depressed mood caused strife and conflict among all family members. Often, even today, alcohol abuse and violence increase when a father is unemployed. The more men and society in general are able to accept dual-income roles, ultimately the more stable the family will be.

Because the dual-income family is a recent social phenomena, few role models exist for those struggling to balance work with their roles of parent and spouse. Those who are successful today will be the role models for future dual-income families.

Many benefits result from the dual-earning status:

- **Additional income, which for some only keeps them above the poverty level and, for others, allows them to acquire added luxuries have.**
- **New social and personal networks develop.**
- **Increased self-esteem of partners who feel they are each pulling their weight as well as exercising more control over their lives.**

Some couples are disappointed because they expected their standards of living to rise dramatically as a result of their dual-income. They soon discover that they don't have very much left over at all. As their materialistic values went up, so did their spending. Often, they're left with no more—and in some cases less—than they had before the woman went to work. Perhaps they didn't take into consideration the costs that would be incurred when the wife went to work: her wardrobe, transportation, meals away from home and child care provisions.

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There are sacrifices and trade-offs either way. Couples must first decide on those that they are willing to make. If they choose dual-income roles, it will take determination and commitment to successfully balance work and family. Their responsibilities as parents must always be their priority. Parents owe their children every opportunity to grow up in a supportive, loving and adequately provided environment. If they decide on child care, then their major concerns should be that their child is cared for emotionally, socially, intellectually and physically. No one can take the place of parents. Nonetheless, young children need a great deal of love and working parents must make every effort to see that their children receive plenty of it, at home and with a caregiver.

REVIEW QUESTIONS:

1. Explain why so many women have entered the work force.
2. Identify some of the typical frustrations that result from both partners working.
3. Are today's working couples sharing household roles equally? Explain.
4. Identify five things that couples can do to help balance their dual roles?
5. Explain the difference between dual-income couples and dual-professional career couples.
6. Identify and explain some of the advantages and disadvantages of dual-professional couples.
7. How many mothers with children under 6 worked as of 1988?
8. How many couples today fit the traditional image of father working and mother home taking care of the children?
9. Explain the different views that therapists have about the effects on children of dual-income parents.
10. What are the most crucial years in child development?
11. Identify some alternatives that parents can choose rather than both working during the early formative childhood years.
12. Explain the impact of working women on their spouses.
13. Explain the terms:
    - Flexitime
    - Permanent part-time
    - Job sharing
14. Identify and explain some of the things parents can do to balance work and family.
15. Explain the term *"latch key"* children. What are some of the problems or fears of latch key children?
16. Identify some of the guidelines parents should establish when forced to leave children alone.
17. Identify and explain the three different forms of child care.
18. Identify and explain what parents should look for when selecting a care giver or day-care facility.

DISCUSSION QUESTIONS:

1. Do you think a wife should work before a couple begins a family, regardless of their financial situtation?
2. How do you think you would feel if your partner was working predominately with the opposite sex?
3. Do you think couples who work should share household chores. Are their any jobs around the house that you think only the opposite sex should do?
4. What might be some problems caused by dual-working couples?
5. Do both of your parents work? Did they both work when you were little? If yes, how were you cared for? Do you remember any of your feelings about a parent not being home when you were little? Were you ever left all alone when you were little? Do you remember what your feelings may have been?
6. Do you think mothers should work when they have very young children?
7. Girls Only. If you don't have to return to work after you have a baby, would you while your baby was still young?
8. Boys Only. If you didn't need the extra income, would you want your wife to work while your children were very young?
9. Do you think the problems are any different for professional career couples than they are for couples who hold only 9-5 jobs?
10. Boys only. How do you think you would feel if your wife had a higher paying job? What if her salary was equal but she held a higher status position?
11. Girls only. How do you think your mate might feel if you were earning more money than he was?
12. Do you think mothers of young children should work if they are doing so only to provide additional luxuries and not necessities? If they are seeking personal fulfillment?
13. Do you think that children suffer when both parents work?
14. Do you think that parents who choose to pursue professional careers should have many (or any) children?
15. If both of your parents work, do they share in household chores and chil drearing responsibilities? Do you think your father contributes equally within the household?
16. What do you think we can do to get the workplace more interested in the welfare of the family?
17. How do you feel about leaving young children alone? Do you think the *"latch key"* arrangement is suitable for young children?
18. Were you in any day-care facility. Did you ever have anyone other than your parents care for you? What was it like? Share your feelings or experiences with the class.
19. If you have children and have to work, which type of day care would you select?
20. Do you understand how inappropriate day care can harm a child's development? Can you see why good day care is so important?

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TEACHER ACTIVITIES: DUAL-INCOME MARRIAGES

1. Invite the following individuals or couples to speak to the class (You might schedule a couple of sessions, each dealing with one particular topic):

   A. A dual-income couple
   B. A high-powered career couple
   C. A working couple who travels a great deal because of the job
   D. A working mother
   E. A couple where the woman earns more than the man
   F. A young child who is in a day-care facility
   G. A young child who is left alone during the work day

   Have them discuss the following issues appropriate to their role:
   1. How their work roles impact their relationship
   2. How they divide household chores
   3. Any problems that are a direct result of their work roles
   4. How their careers affect their relationship
   5. Competition or jealousy between them because of their work roles
   6. How they both feel, if the wife is earning a higher salary
   7. How their work roles affect their parental roles
   8. How they chose the appropriate day care and if they are happy with their selection
   9. How their children seem to respond to their work roles
   10. How the child is affected by or responds to being left alone
   11. How the child likes the day-care arrangements

2. Arrange a debate between students using any of the following topics:
   A. Should mothers of young children work?
   B. Which type of child care is most effective for a child?
   C. Should children be left alone to care for themselves?
   D. Should couples put off having children while pursuing career goals?

3. Arrange a field trip or have students visit a number of day-care centers on their own. Have them evaluate whether they meet the guidelines suggested in this chapter. Or have them go as married couples and individually evaluate the center to see which day-care center they would select. See if each partner selects the same one.

4. Form a panel of four mothers: one who went back to work soon after childbirth, another who stayed home for the first year, another who did not return to work until her children were in school and still another who did not return to work at all. Have them discuss the advantages and disadvantages of their roles and how they think those roles affected their children. Were the decisions based on economics, personal fulfillment or both?

CONCLUSION

CONGRATULATIONS!

You have just completed Part I of The Dynamics of Relationships, a course that was designed to help you on the road to a healthier, more enjoyable, more loving life. This program is not a guarantee that you will have a happier, more successful life or even that you will find a partner—let alone the perfect one. But if you allowed yourself to actively participate and get fully involved because you really care about your future, then you hopefully have acquired new skills that will help you to: *1) better understand yourself, your feelings, attitudes and responses; 2) communicate more clearly; 3) handle conflict more effectively and; 4) better understand the commitment and skills that are necessary to make a loving relationship work.*

- You know that you are a person of worth and that there is no one else on earth quite like you. You are unique. You are special and you're definitely OK!
- You know that you must first learn to love yourself before you can give or receive it.
- You know that you have many parts to your personality that you must learn to acknowledge, accept and even like.
- You know that you don't have to have sex to prove your love or anything else.
- You now know that sex is only one component of a loving relationship and it may be wise to wait until you are in a stable, mature and committed relationship.
- You know the importance of communicating your real feelings and thoughts so that those around you will better understand you and be better able to meet your needs.
- You know that conflict is inevitable because two people will always have different points of views at different times. You're now ready to deal with conflict on a safer, more productive level. Conflict will no longer leave you or the other person devastated or bitter.
- You now understand that being free means being free to be yourself, unrestricted by traditional rigid gender roles. For men and women to live and love harmoniously, they must allow themselves to express both their "*masculine*" and *"feminine"* sides which means being warm, tender and sensitive as well as being strong, capable and assertive.
- You've learned that unrealistic expectations almost always lead to disappointment. You now know that the only way to avoid it is to tell your partner what you expect and find out what he or she expects of you and the relationship.

- **You know that people won't change because you want them to and you are the only one you can change.You know that you must accept your partners as they are and for whom they are.**

- **You know that single life is a viable lifestyle, whether you choose it temporarily before marriage or as a permanent lifestyle. You know that you can make it "*alone*" if you have to or if you choose to.**

- **You know that finding a partner with whom to share your life will not be easy, but now you know what to look for and what it is you want in a partner.**

- **You know that falling in love is easy, but staying in love takes hard work, determination and commitment.**

- **You know that marriage was not designed to be all that we are asking, but if you choose it, you will enter into it realistically, ready and able to give it your alll....100 percent.**

- **You know that power struggles are common because we all like to win and hate to lose. You've learned to compromise so that both people can win.**

- **You know that successful relationships are made of two, whole people who need closeness as well as separateness, who treat each other equally, and show respect and consideration, but not necessarily at their own expense.**

- **You know that the childbirth decision is a very serious one—not to be taken lightly. Not all people are cut out to be parents. Children deserve the opportunity to be born to loving, caring and mature parents who understand and meet their responsibilities.**

- **You know that having a child can be a wonderful experience, but it also takes a great deal of hard work. It can enhance or hurt a relationship depending on your readiness and your understanding of the changes that will take place.**

- **You know that most of you will have to work, whether you marry or not and that dual-income relationships need additional nurturing. And working parents must learn how to balance work and the family.The family should always come first in time of need. If you are working parents then you will know the importance of selecting appropriate child care.**

- **YOU KNOW THAT VIOLENCE IS NEVER ACCEPTABLE BEHAVIOR.** ***It is never the answer to the problem and it will always create new ones.***

Most of all, you now know that life, in many ways, is only what you make it. You know that you can make it on your own, but you also know that having a meaningful, loving and lasting relationship is possible. The future can be brighter for you if you use your new skills wisely. Be good to yourself!

Lovingly,

Pat

GLOSSARY

Abuse Mistreatment of a person emotionally, physically or sexually.

Active listening Real listening in an accepting and nonjudgemental way and asking for clarification when it is needed.

Adoption Becoming a parent by legally taking someone else's child. Children are given up for adoption for many reasons. (i.e. an unwed teenage mother; a couple unable to take care of the baby.)

Addictive love A destructive type of love relationship where partners use each other to fill their own emptiness; where they is no mutual growth or self-expression; where partners express jealousy and possessiveness; and when it ends partners are usually extremely hostile.

Adultery Sexual relations outside of marriage.

Affirmations A declaration or statement of positive worth or value.

Aggression Angry, hateful, or destructive behavior; hostile actions against another individual or group.

Amniocentesis A medical procedure that involves a doctor inserting a needle through a pregnant's women abdomen into uterus and taking a sample of the fluid that surrounds the embryo and then analyzing it. This is done to detect if any genetic disease or defect is present.

Androgynous Uniting the characteristics of both men and women into a balanced personality. Allowing both the feminine and masculine parts to surface.

Anger A feeling of sudden and strong displeasure directed at the person or situation that has provoked those feelings.

Artificial insemination A procedure used to impregnant a women who is unable to conceive or whose partner is sterile. A sperm is taking either from the husband or an anonymous donor and placed in her vagina during her fertile period.

Autonomy The ability of an individual to make decisions based on their personal values and to withstand social pressures to conform in a given situation.

Avoidance A method used to prevent any and all confrontation in order to avert inevitable conflict.

Balance of power In a marriage, the relative position or status that each spouse holds in the decision-making process.

Bigamy A legal term referring to the marriage of an individual to more than one husband or wife simultaneously.

Body language/Non-Verbal Communication Any form of unspoken communication that conveys a message.

Couples society A society in which the majority of the members are married.

Courtship. Can refer to any dating behavior; implies that both partners are seriously considering marriage.

Cultural difference Learned behavior patterns that differ from society to society.

Dating Interaction between people of the opposite sex or same sex in the case of homosexual dating for the purpose of having fun, having new experiences or choosing a mate; there are three general categories of dating: random, where one may see a number of of different people; there are no expectations or commitments beyond the current date; casual, where there is the expectation to see one another again but with the understanding that they may continue to date others; and steady, in which the couple forms an exclusive relationship where there exist both a commitment and expectations.

Decision making The process of and the responsibility for making an informed choice: You consider values, alternatives, and the pros and cons of each alternative, in order to come to a decision as to which is the best alternative for a given situation.

Dependency An extreme need for support from others; arises when one or both spouses are unsuccessful in establishing strong, separate identities.

Depression A state of dejection characterized by a reduction of physical and mental activity and difficulty in thinking; a condition of debilitating and prolonged sadness and dejection.

Dual-professional career marriage A form of contemporary marriage in which both spouses have full-time professional careers outside the home and are both pursuing career goals.

Dual-income marriages Another form of contemporary marriage in which both partners hold full time jobs outside of the home. (This differs from dual professional careers in that both do not necessarily have a commitment to pursuing career goals. They may hold 9-5 jobs, only to supplement the family income.)

Emotional security Being able to take full responsibility for what one feels in terms of how one deals with his or her feelings.

Emotions A strong feeling usually accompanied by complex body reactions. (anger, love) Everyone has emotions only each person expresses them differently.

Empty nest syndrome The stage in a marriage when all the children have left home and the couple returns to their original state.

Encounter A meeting or experience with someone usually unplanned.

Engagement The formal or public announcement of a couple's intent to marry.

Egalitarian relationships/marriage A marriage/relationship in which both partners have relatively equal rights and responsibilities and share equally in decision making (child rearing if they have children)and where roles are filled without regard to gender.

Expectations To look forward to or anticipate a particular behavior, event or point of view.

Family A group of two or more persons, related by blood, marriage, or adoption.

Feedback The knowledge a person receives about his past actions or attitudes. Also a method used in effective communication to check out if other person has clearly received the message.

Feeling An involuntary response to something that happens

Feminine Pertaining to the female sex. Typical of or appropriate to women or girls.

Fetal Alcohol Syndrome These are symptoms often found in babies born to women who drink excessively before and particularly during pregnancy. It may include mental or physical retardation.

Flexibility The ability to adjust to change easily; adaptable.

Hereditary Something that can be inherited through the genes of the parents.

Gender difference Differences between the way males and females react, respond or behave.

Gender identity The learned identity that reflects the society's expectations of male and female behavior.

Genetic counseling Counseling that tells prospective parents what the odds are of their children having an inheritable disease or defect. Usually laboratory tests are performed and a complete study of their genetic background.

Genetic disease A disease that can be inherited from a family member.

Grief A period of anxiety and distress usually accompanied by such emotional reactions as crying, depression, anger and feelings of guilt after the death of a loved one.

Gunnysacking A destructive form of conflict in which an individual does not immediately communicate his or her anger; anger is instead accumulated (in a gunnysack) until a minor incident causes pent-up anger to surface in an explosive manner.

"Honeymoon period" In marriage, the period marking the transition from single to married life .

Idealized self The way we would like to see ourselves and have others see us.

Idealization In relationships, the denial of faults in the other usually created by unrealistic expectations.

Identity Those aspects of an individual's social roles and self-conceptions that constitute answers to the question "Who am I?" (usually consists of the perceived, idealized and real or actual self)

Impotency The inability for some men to be able to maintain an erection of the penis

Infertility The physical inability to conceive or be able to give birth to a child.

Insecurity A feeling of uncertainty, inadequacy, fearfulness attributed to people with low self-esteem.

Interfaith marriage Marriage between two persons of different religions or two persons of differing religious beliefs and values.

Interpersonal communication An exchange of information leading to clearer and more concise messages being relayed.

Interpretation How the meaning of the message is construed or understood by the receiver.

Intimacy A state characterized by closeness, trust, openness, honesty, sharing and caring.

Jealousy The emotional response that occurs when you perceive, rightly or wrongly, that you are being displaced by someone or something else in a special relationship with another person.

Lamaze A method of delivery discovered by Ferdinand Lamaze that is totally free of anesthesia. It is often referred to as natural childbirth

LeBoyer Another method of delivery that allows the newborn to be immediately placed in a warm bath with lights low and soft music and then placed upon the women's abdomen so that it can continue to hear the heartbeat. Also referred to as a *"traumaless"* birth.

Loneliness A sense of unconnectedness with people. A feeling of sadness caused by a lack of companionship.

Love An intense emotional response involving feelings of deep attachment , caring, affection, concern and desire toward a person or persons. Depending on the type of love, physical desire may also be included. There are many different types of love (puppy love, motherly love, addictive love, erotic love, etc.)

Lover's quarrels Conflict between persons intimates which are bound to occur from time to time in the relationship. They represent a signal that some problem needs to be resolved if the relationship is to remain healthy.

Marital conflict Conflicts arising in marriages, usually because of differences in the values held by the spouses, which require adjustments on both sides if the marriage is to succeed.

Marital roles Patterns of expected behavior for husbands and wives.

Marriage Refers to a set of socially approved rules relating to the establishment of legal sexual unions.

Marriage counseling A service designed to help couples having marriage problems; the aim of marriage counseling is to help the couple gain insight into their relationship and to teach the couple to communicate with each other more effectively. It may be sought at any time during a marriage but is recommend at the earliest sign of unresolved sexual attraction.

Martyrdom Assuming an attitude of self-sacrifice in order to arouse feelings of guilt or pity in others. It is generally used to manipulate another person so that they will respond more favorably to requests or change.

Maternity The state, characteristics and qualities of being a mother.

Mate selection The process by which one chooses a (marriage)partner.

Mature love A state of love characterized by self-esteem for self, respect, concern and consideration for each other and realistic expectations about each other and the relationship.

Menopause The time in the woman's life when ovulation gradually ceases and she can no longer become pregnant. It generally occurs somewhere in the mid 40-'s to mid 50's.

Menstruation The periodic (generally monthly) discharge of blood and other materials from the uterine lining in sexually mature women (It may begin as early as 10 or as late as 20.)

Message A communication passed or sent between two persons by speech, writing, symbols, or signals (verbal or non-verbal).

Miscarriage Nature's way of aborting a fetus that is not developing properly. Some miscarriages can be caused by a fall or an excess of physical exercise or strain, particularly in the early stages.

Mixed marriages Marriages between persons belonging to different socioeconomic, religious, racial, age, or ethnic groups.

Monogamy The practice of having only one wife or husband at a time.

Natural childbirth The act of giving birth without the use of anesthetics which allows the mother and often the father to take an active part in the delivery process.

Negotiation A conference or discussion designed to produce an agreement.

Opposite-sex or platonic friendship A relationship between members of the opposite sex that is purely spiritual or intellectual and is not based on physical or sexual attraction.

Ovulation **The periodic release of an ovum from one of the ovaries.**

Owner-property The structure of governing the balance of power in marriages as sanctioned by law until the late 19th century; the husband was the owner, the wife was his property.(Also know as traditional or patriarchal.)

Paternity Leave A contemporary accommodation by some humanistic companies to allow fathers to take time off when their wives have a baby similarly to maternity leave. It is not widely practiced, nor is it a law as is maternity leave.

Palimony A legal suit in which one cohabitating partner sues the other for financial support.

Perceptions Beliefs, attitudes or knowledge about another whether based on realty or not.

Peer group A group composed of individuals who are social equals (usually our first real friendship attachments are established here).

Peer pressure Pressure to conform to the behavior of your contemporaries.

Peers Social equals; persons of the same age, similar interests and level of ability.

Perceived Self The way other people see our personality, characteristics, behavior and appearance.

Personality The fairly stable and enduring combination of traits and characteristics that makes each individual unique.

Possessiveness Having a strong desire for complete emotional control over or domination of another person.

Post partum blues or depression The emotional state of women generally following the delivery of her child. This is usually a combination of hormonal imbalance, physical exhaustion and unrealistic expectations.

Premarital counseling Counseling before marriage to introduce the prospective couple to issues and problems that they will face in marriage; it is an opportunity for couples to examine their motives for marriage, to assess their communication skills and evaluate their decision before making the final commitment..

Premature baby A child born weighing less than five pounds, eight ounces. About 7% of the births in this country are premature. Many teenage mothers give birth to premature babies.

Privacy The need to be alone or spend time away from others to pursue goals that may be necessary to keep one's individual identity .

Projection A defense mechanism used as a roadblock to communication in which you attribute your own attitudes, feelings or thoughts to others, especially when those attitudes, feelings, or thoughts are socially or personally unacceptable.

Real Self The way you actually feel, think, react and look at a particular point in time.

Rejection The act of turning down or refusing someone usually resulting in feelings of low self-worth and pain and the feeling of being unloved.

Relationship A special connection two people have between one another.

Role A set of expectations or behavioral standards applied to an individual in a certain position. (student, teacher, parent)

Role conflict The problems that arise when incompatible goals and expectations are imposed on a role or occur between the roles that a particular person fulfills.

Role model A person or thing considered as a standard of excellence to be copied and imitated.

Role reversal The reversing of traditional roles. (Female working and male staying at home)

Romantic love A type of love where partners feel heightened pleasure, intense highs and usually devastating lows. It usually does not last because of false perceptions each has about the other.

Saddleblock A type of spinal anesthesia used during some deliveries that numbs the lower part of the body, allowing the mother to remain awake during the surgical procedure.

Same-sex friendship A basic form of friendship; it includes girls and their female friends or boys and their male friends.

Satir's communication styles Satir's four styles of communication (placater, blamer, computer, distractor); when used correctly, they are effective in communicating a message without disrupting or alienating others (leveler).

Scapegoating A method used in ineffective communication where a person's failures are blamed on someone or something else--the scapegoat.

Security Assurance, certainty attributed to people with high self-esteem.

Self concept/self-image The manner in which individuals perceive themselves; an essential part of identity.

Self-esteem Unconditional respect for and acceptance of oneself as a whole individual while still recognizing and acknowledging flaws or shortcomings.

Serial monogamy A relatively new term reflecting a series of monogamous relationships as opposed to one lifetime relationship It refers to people divorcing and then remarrying repeatedly.

Sexism Widespread cultural attitudes asserting the superiority of men, and of things masculine and lessening the significance of women and their roles.

Sex roles The behaviors, attitudes, and activities socially prescribed for males and females; social definitions of what is proper or *"natural"* behavior for men and women; also called male and female roles.

Sex-role conflict A conflict that arises from expectations based on society's preconceived notions of masculine and feminine behavior.

Sex-role identity The identity of an individual based on society's definition of what is acceptable behavior for males and females.

Sex-role socialization The process by which children are taught to react or respond in ways their society considers appropriate female or male behavior.

Sexual abuse ***Any sexual activity or inappropriate touching*** with a child or minor (under l8), with or without the child's consent.

Sexual identity The biological identity you are born with; that is, either male or female.

Sexual stereotypes Simplified, fixed concepts about the behavior and traits typical of each sex. (girls are soft and sensitive; boys strong and unemotional)

Single Being unmarried. Today this term includes never married, separated, divorced or widowed people.

Singlehood The state of being single

Socialization The processes by which attitudes, values, beliefs, and responses are instilled in individuals; the process by which individuals learn the ways their culture or society expect them to behave or act or feel.

Stereotype Cluster of beliefs and attitudes uniformly applied to a whole category or group of people without regard for individual differences.

Sterile A man or women having no reproductive capabilities.

Sterilization The surgical procedure used to remove from the body all its reproductive capabilities.

Stillborn or stillbirth A child born dead. This can occur for a number of reasons.

Stress Physical, mental, or emotional strain or tension, usually brought on by excessive strain or overwhelming burdens or expectations, the cause of which may be psychological or physical.

Tactile Having to do with organs or sense of touch; contact.

Tactile stimulation To stimulate the skin by some form of touch.

Test tube fertilization A process often used by women unable to conceive. In this process the egg is removed from the women's body, united with the male sperm in a glass dish and then reinserted into a women's body allowing her to become pregnant.

Threatened A feeling that one gets when one believes their *"territory"* is being intruded.

Traditional Standards, customs or practices that are passed from generation to generation.

Traditional relationship/marriage A relationship/marriage based on traditional sex roles in which the wife takes on domestic/household duties and raising children and the husband adopts the role of provider and protector.

Transactional Analysis Theory and model of communication patterns developed by Eric Berne in which transactions or communication occur from the child ego state, the parent ego state, or the adult ego state.

Tubal ligation A form of sterilization performed on the female through surgery that cuts and ties her fallopian tubes. This procedure removes her ability to conceive.

Validation Approving or confirming someone's worth.

Value system The group of generalized moral beliefs to which the members of a group

Value system The group of generalized moral beliefs to which the members of a group subscribe usually based on family traditions, religion, cultural or ethnic background.

Values Attitudes and standards of judgment about what is important, desirable, and right.

Vasectomy A form of sterilization performed on the male through surgery where an incision is made in the scrotum and the vas deferens are cut and tied, no longer allowing sperm to pass through the penis. This procedure allows a slight chance of the surgery being reversed.

Violent The display of dangerous or harmful behavior.

Vulnerable Capable of being hurt or damaged easily.

Women's movement A growing social movement which concentrates on the achievement of equality for women in education, employment, the law, and politics.

Supplementary Teaching Materials

The following pages contain additional material offered with the hope that it will assist you in your new role as facilitator. It is divided into FIVE sections. SECTION ONE contains an outline of the goals and objectives of the issues that you as "teachers" must be addressing to help empower the youth of today. SECTION TWO presents an overview of different types of classroom activity and techniques used in many of the teacher activities throughout the book. SECTION THREE clarifies several of the issues confronting educators and students today and provides background information to better enable teachers to deal with these issues in a classroom setting. SECTION FOUR contains additional teaching aids, guidelines and materials to further enhance your classroom presentations. And finally SECTION FIVE offers some addtitional inspiration—quotes, poems, and stories to further inspire and encourage you to continue your dedication and commitment to young people. These pages may be copied, used as handouts, posted or shared with others whose goals and visions are also to help young people look toward their future with hope and optimism. I hope that this material will make your job a little easier and help you to reach your goal of making an even bigger difference in the lives of your students.

SECTION ONE

GOALS AND OBJECTIVES FOR TEACHERS, COUNSELORS, MENTAL HEALTH PROFESSIONALS (AND ALL WHO WORK WITH YOUNG PEOPLE)

As professionals working with youth your goals must include certain objectives that will help young people live their lives more responsibly, healthier and happier while also helping them look forward to their futures with hope and optimism. It is recommended that you assist youth in these essential areas by teaching them to: ***1)*** *build and maintain strong* ***self-esteem; 2)*** *learn effective* ***communication*** *techniques;* ***3)*** *develop healthy* ***coping skills; 4)*** *learn to handle* ***anger*** *and* ***conflict*** *on a safe level;* ***5)*** *learn alternatives, options and choices;* ***6)*** *know the consequences of their behavior;* ***7)*** *develop realistic expectations about relationships in general; and* ***8)*** *bridge the gender gap. There are specific messages and strategies that should be passed along to young people. Here are some suggestions.*

TEACHING OBJECTIVES:

SELF-ESTEEM

- **UNDERSTAND THE MEANING OF SELF-ESTEEM AND ITS SIGNIFICANCE IN THEIR LIVES.**
- **UNDERSTAND THE CONNECTION AND IMPORTANCE BETWEEN SELF-LOVE AND SELF-ESTEEM.**
- **IDENTIFY TRAITS OF A HEALTHY SELF-IMAGE.**
- **IDENTIFY CHARACTERISTICS OF LOW SELF-ESTEEM.**
- **UNDERSTAND HOW CHILDHOOD ENVIRONMENT AND PARENTAL INVOLVEMENT CAN AFFECT SELF-ESTEEM (high or low).**
- **UNDERSTAND HOW EXTERNAL FACTORS MIGHT AFFECT SELF-ESTEEM.**
- **UNDERSTAND AND DESCRIBE THEIR OWN EMOTIONS.**
- **IDENTIFY THE DIFFERENT TYPES OF EMOTIONS THEY WILL EXPERIENCE DURING TEEN YEARS.**
- **IDENTIFY STRESS HOW TO HANDLE IT.**
- **LEARN HOW TO HANDLE STRESS.**
- **UNDERSTAND THE DANGER OF REPRESSED ANGER.**
- **IDENTIFY AND ILLUSTRATE CONSTRUCTIVE RESPONSES TO ANGER.**
- **IDENTIFY SYMPTOMS OF DEPRESSION.**

- LEARN HOW TO AVOID OR RELIEVE DEPRESSION.
- KNOW THE WARNING SIGNALS OF SUICIDE.
- IDENTIFY AND PRACTICE SUICIDE PREVENTION SKILLS.
- LEARN CONSTRUCTIVE WAYS TO HELP BUILD AND MAINTAIN SELF-ESTEEM.

COMMUNICATION

- UNDERSTAND THE COMMUNICATION PROCESS.
- LEARN VERBAL AND NON-VERBAL COMMUNICATION STRATEGIES.
- LEARN NON-VERBAL COMMUNICATION STYLES.
- UNDERSTAND CULTURAL AND GENDER DIFFERENCES IN COMMUNICATION.
- UNDERSTAND DIFFERENT COMMUNICATION STYLES.
- DEMONSTRATE CONSTRUCTIVE COMMUNICATION STRATEGIES.
- LEARN ROADBLOCKS TO COMMUNICATION.
- LEARN CONSTRUCTIVE CRITICISM.
- DEMONSTRATE THE SKILLS OF AN ACTIVE LISTENER.

CONFLICT

- UNDERSTAND THE INEVITABILITY OF CONFLICT.
- UNDERSTAND THAT THERE ARE ALWAYS TWO POINTS OF VIEW.
- LEARN TO CONFRONT CONFLICT RATHER THAN AVOID IT.
- LEARN GUIDELINES FOR "*FAIR FIGHTING.*"
- UNDERSTAND THAT PERSONAL CONFLICT WILL BE AN ISSUE FROM TIME TO TIME.
- UNDERSTAND THAT ABUSE OR VIOLENCE IS *NEVER* AN ACCEPTABLE WAY OF HANDLING CONFLICT.
- LEARN THAT THERE ARE OPTIONS AND ALTERNATIVES TO DESTRUCTIVE OR NEGATIVE BEHAVIOR AND THERE ARE ALWAYS CONSEQUENCES TO FACE.
- DEVELOP REALISTIC EXPECTATIONS.
- BRIDGE THE GAP BETWEEN MASCULINE AND FEMININE ROLES.

SECTION TWO

TEACHER ACTIVITIES, EXERCISES AND RESOURCES

Your challenge as teachers is to help young people develop into productive adults, and to help change certain behaviors, especially those that are destructive to themselves or others. Studies have proven that children learn best by experience. Words alone are generally not enough to change attitudes and certainly not behavior. We also believe that the more young people can put themselves into roles that are productive, safe and rewarding the more they will choose to emulate them. We know that it is sometimes difficult for teachers to give up their their roles as "teachers" but we want to encourage you to become facilitators so that you are able to let your students do as much by themselves, as possible. Show them, do it for them once so they get the hang of it, but then let go and let them try it their way.

The following pages include a series of types of experiential activities that were designed or adapted to allow students the opportunity to fully experience many of the issues covered within the text. This section contains the most important learning tools that you will be able to use to guide students toward making appropriate decisions now and later in their adult lives. We also encourage you to use additional exercises that you have used before and found effective.

Some school systems have regulations or restrictions about experiential learning or role playing; if that is your case, then find other ways to help students "get" the message. If you are using this material and are not in a school setting, then the application or implementation may be different, but there should be enough material here that you can adapt to your need or environment.

Many of the activities selected have been adapted from already tried and tested ones and have been selected with great forethought. The individual exercises can be used at different times and in different ways and can be used repeatedly. They are not necessarily in any specific order because only you will be able to decide when, how and if they should be used at any one time. Some of the factors that you will use to make the decision whether to use an exercise are: 1)*Are your students mature enough to handle and understand the activity?* 2)*Are they comfortable enough with one another?*, 3) *Do they trust one another?* 4)*Are you comfortable enough to conduct it?* If you are not comfortable using some of the exercises, then find others, but don't ask students to do something that you would not be willing to do yourself. Some of the exercises are simple and some are complex and you may not choose to use some of them until you feel at ease with them. But you won't know how you will do until you try, so we urge you to just jump in and do them. You may tell your students that you are trying a new exercise and you don't know how it will turn out, but you hope that they will be as willing as you are to take that risk. You should explain to them also that experiential learning is one of the most effective ways to learn and it can be a lot of fun too.

There are a number of techniques and strategies that you can use to implement many of the activities. These techniques can be used with almost any topic or issue, so you can even use the same ones everyday and they will seem like different exercises. Here are some of them and they are not in order of importance or effectiveness, so choose those that you feel are most suitable for you:

SHARING NEW INFORMATION

Use this to replace the traditional lectures that most teachers are so accustomed to and comfortable with. Have students gather all the information that they can get about a topic and then you can fill in the blanks, if there is a missing link. Have them then share this information with classmates. This strategy encourages them to think, to be creative, to be responsible, and industrious because they must personally find ways to gather material.

INCOMPLETE SENTENCES/FINISH THE SENTENCE

This is a technique where students finish a sentence that you start. For example" *Today I learned...*" *"Right now I am feeling....*" This activity helps young people look at and explore feelings and behaviors that they may not have considered or thought about before. You can use this randomly, or spontaneously when you want students to focus on any one thing.

GUIDED IMAGERY/FANTASY

This exercise helps students learn to relax, improve their visual imaginations and most importantly to get in touch with their own feelings and emotions. It can have a very powerful impact on students and some more than others. Some students will have trouble visualizing and some will report having seen dramatic images and strong feelings as a result of this activity. The process begins with your instructing students to get comfortable, uncross their arms and legs, put every thing away and close their eyes. You will then proceed to "*guide* " or "*lead* " them through an imaginary experience that can be based on real or actual happenings or events. Be sure that you speak very slowly in a soft voice and pause after every instruction giving students enough time to digest and to begin to visualize your message. When you are finished tell students that when they are ready they can open their eyes and sit very quietly for a moment to let them get centered back in the class and to allow others who may need more time. You may use soft music in the background. Make up your own topics like taking them to a zoo or on a picnic describing what they are seeing or smelling as they walk along. Afterwards discuss what some of them saw or felt. Ask if anyone could actually smell any of the odors that you were describing. There is an interesting, but complex guided imagery included in this section. Again you will have to decide if it is appropriate or if they can handle it. Be careful not to ask them to imagine anything that might scare them.

SPEAKERS

At any time invite guest speakers to come into the class to talk with or discuss certain topics with your students. Some should be experts in their fields and others could simply be people who have experienced some of the issues that you will be covering in the text. Many times students can relate better, if they are able to talk with someone who has experienced some event or gone through a difficult time or overcome some obstacle. For example you might want to invite a war veteran who is disabled to come and talk about how he overcame his serious disability and is currently living a "normal" life and succeeding in his work. Or you might invite a former drug addict or alcoholic; a teen parent who can talk about the difficultly of being such a young parent; or someone who has abused a child, got help and is now willing to talk about why they did it. Invite professionals like a psychiatrist to talk about depression and suicide. You can even invite parents to come and debate certain topics with students.

BRAINSTORMING/DISCUSSIONS

This strategy helps young people begin to look for the kind of information that they will need before they can make adequate and positive decisions. It will also help them explore the different alternatives that are readily available to them. Students are asked to share all their thoughts and feelings about a specific topic. Encourage them to come up with where they might find pertinent information; how they might solve a specific problem; who they might ask for help when struggling with an issue; some things they might try to do before making a decision; ideas that they have personally tried out, etc. Allow them to be spontaneous and as they are calling out or sharing their ideas, have someone record them. Then proceed to discuss each topic that is covered. This technique can also help them prioritize the important issues in their lives.

PRIORITIZING

Ask students to tell you each day what areas they would like to cover or what issues might be giving them trouble that day. List them on the board and note how many students have asked for a specific topic. Then put them in order of priority and begin your class session based on what your students have requested. Keep some structure and schedule, but remember you are there to help students learn what they ***WANT AND NEED*** to help them cope better.

You can also use this when a student is dealing with a specific problem and you want to help them resolve it. Have them list all the issues that are involved with regard to the problem. Then have them look at their choices and possible consequences. When they have made up their list, have them put everything in order of importance to them, and let them come up with some possible solutions based on that list.

COOPERATIVE/GROUP LEARNING

Studies are showing that this style of learning can have dramatic results. Have students form small groups that they may interact with on a regular basis. Of course, members of each group can be changed whenever necessary or whenever requested. If possible try and match some low achievers with some high achievers; some well behaved students with some disruptive ones, without their knowing that of course. Assign work to them in their groups and have them self-select a leader and recorder. When students know that their work will be judged as a group, they are not as competitive and each one is more willing to help the other. They also become more supportive and trusting of each other. Remember that some of your students may not have other support systems outside of the classroom. This method also helps them to learn how to work as a team which is a more realistic setting because many of them will eventually have jobs where they will have to work with others. This kind of instruction can be used with any subject matter, whether they are learning math or role playing a skit.

QUESTION AND ANSWERS

This is a good technique to use at the end of the day. Ask students if they have any questions that have not been addressed that day and then ask others students if they would like to answer them. If they cannot you can either help them out or invite students to find or research the answer and then report back to the class at a later time. This is an important method because too often young people misunderstand instructions or information that they receive and are too embarrased at that moment to ask for clarification. If they know that they can do this every afternoon and will not be judged or made fun of, they will feel comfortable asking for help at that time. Another version of this is for you to ask a series of questions at the end of the day to see if the students have *gotten* the lessons taught that day.

SUGGESTION/QUESTION BOX

Put a box in your classroom that students can use to ask any anonymous questions that they may be too embarrassed to ask directly. Also tell them that that you are open to any suggestions that they may have that would improve or contribute to the classroom environment.

PANEL

Have each student research a specific topic and then a report on it as part of a panel discussion. Have a panel of students give their reports and then invite the class to discuss the panels' findings. You can do this on any topic. Or invite a group of experts to come in and have a panel discussion about their areas of expertise. You can also use this forum when students have strong differing points of views about a subject. Have each panel member focus on their viewpoint and encourage and invite others to listen to both points of view before they make their decisions about which is correct for them. This is similar to a debate.

DEBATES

Form two teams (no more than six on each team) and have each team debate a certain issue. This is a healthy exercise to conduct when there is a conflict that is not moving along. Have both teams take a position on the subject and remain firmly rooted in their beliefs. They may use any kind of argument or rationale, as long as they are not offensive or abusive. They must always show respect and allow their own team mates, as well as the opposition the opportunity to make their points. Appoint one team member to sum up and then have the rest of the students decide which team has presented the best case or were the most convincing. This can be fun, as well as thought provocative to students. You can also invite parents or specialists in a related field to come and take part in a debate.

FISHBOWL

This exercise can be used at any time to deal with any subject. Arrange chairs in two circles; an inner circle and an outer one. The second circle should be back to back with the inner circle. You can divide groups up by sex or by beliefs or feelings about a particular subject matter. Put same sex or those with one set of beliefs on the inside and the rest on the outside. The inner circle discusses their feelings or beliefs about the assigned topic, while those on the outside simply listen. The outer circle may not participate at only—only listen. At the end, if the inner circle is willing then questions may be asked, otherwise there is to be no further group discussion. Then have students switch places. Those in the inner circle switch seats with those in the outer circle and repeat the same instructions. The fishbowl allows students to hear how others who are different from themselves think, feel or believe. In many cases, girls have never listened to a group of boys discussing their feelings or attitudes about certain issues or vice versa. Try variations of this exercise with different types of groups (e.g. race, etc).

ROLE PLAYING/ROLE REVERSAL

Role playing is an informal "dramatic" presentation which allows individuals to momentarily place themselves into the roles of others. It is like stepping into another person's skin temporarily to see what it feels like or how it fits. The objective is to simulate real life situations for the purpose of clarifying roles, responsibilities and relationships. Students who role play or watch others role play have the opportunity to gain insight into their own feelings about events and circumstances. It allows them to experience what it might be like, if they were actually in that particular situation. It gives them an idea of how they might react or cope when confronted with difficult issues. The roles can be structured and rigid or they can be spontaneous. By reversing roles, students can see how they would feel if the *'shoe was on the other foot.'* It helps them to have more empathy for other people. When two students conduct a role play for the entire class be sure the other students have an opportunity to give their observations and/or evaluations.

DRAMA/SKITS

Facilitators can use drama as a way of getting students comfortable participating in more personal role playing. Many of us live through other people when we watch movies or plays. We imagine ourselves in the role of the actors or actresses. Young people will do the same, so plan some plays around real life events or issues with which they might be struggling. They'll have fun while also having the opportunity to think about how they might "play the role" in real life.

ART/POETRY

Young people are instinctively creative. It is adults who usually squelch their creativity early on. Many people who cannot express themselves verbally can comfortably write about their feelings through poetry or use art to express themselves. It is essential that when you ask or allow young people to put their feelings into written words or drawings they not be judged as to whether it is "*right*" or "*wrong*". They simply need to be acknowledged for their own expression. For example, if a student draws a tree and it doesn't look a traditional tree to you, don't tell them it's wrong. We all see things differently. That's the way they see their tree!!

SECTION THREE

GANGS: *WHAT WE KNOW AND WHAT WE CAN DO.*

The issue of gang membership continues to grow as a social concern. Gangs have flourished over the years. Once they were neighborhood groups—crime and conflict oriented. There now has been a major shift in the definition of "turf" as seen by the growing gangs of the Crypts and Bloods forming all over the country. The criminal activity has escalated too. Gang activities range from vandalism and petty theft to drug dealing, auto theft and even murder. There is an increase in violence with gangs now using more sophisticated weapons. They've also placed more emphasis on business and profit with much of their profits coming from drugs.

Young people join gangs because they meet important needs that go unmet in their daily lives. Some are simply looking for identity and acceptance. Former gang members report that they liked it when the younger members asked for advice and looked up to them. After all, they weren't getting it anywhere else. The irony is that most kids don't really want to be in gangs. They feel they have no choice. It may be one of the only places they feel a sense of empowerment. It may also be the only place they feel a degree of loyalty since gang members are usually loyal while others in their lives may not be. Most gang members come from some type of dysfunctional family. They're generally kids with a lot of self-doubt because they've been told for so long that they're no good and can't do anything right. They're programmed to fail and be rejected so it's natural that the recognition and sense of belonging that comes with gang membership would attract them. When self-esteem is most lacking, gangs and drug and criminal activity thrive.

WHAT TO LOOK FOR

Gangs use graffiti to mark boundaries and to warn or challenge a rival gang. Many gangs have their own unique names, signs or symbols which they protect virtually with their lives. Gangs can be characterized by hand signals, clothing, or specific terminology although sometimes these signals are hard to detect.

REASONS KIDS JOIN GANGS

1. **Money**
2. **Protection**
3. **Sense of belonging**
4. **Respect of peers**
5. **Perceived opportunity**
6. **Opportunity to succeed**
7. **Intimidation**
8. **Peer support**
9. **Recognition**
10. **Sense of manhood or adulthood**
11. **Peer influence**

SCHOOL COMPETITION

Gangs compete with schools for the lives and futures of disadvantaged youth. Most of the kids in gangs are natural leaders, who are unfortunately leading in the wrong direction. Gangs offer students entrepeneurial opportunities that they believe they can't get anywhere else. In some cases this is true. Gangs actually train them to conduct business, buy and keep inventory, sell retail and even keep profit margins (profit and loss sheets). They use math (fractions) when they have to weigh the drugs so they quickly learn or improve upon their own math skills. They know they could lose money if they're not accurate. Compare the salary of a teen working at a fast food restaurant to that of a gang member selling drugs at his school and it's easy to figure out the attraction. It's also one of the major reasons why it is so hard to get them out or to convince them to get a real job.

AVAILABLE JOB OPPORTUNITIES IN GANGS

1-**LOOKOUTS** (ages 8-12)
  A. They watch for rival gangs, police and other threatening forces.
  B. They warn drug dealers or other lookouts by signals, walkie-talkie or telephone.
2. **GUARDS/LOOKOUTS** (ages 12-15)
  A. They watch for threats to an ongoing illegal activity.
  B. They participate in gang warfare.
  C. Usually armed.
3. **RUNNERS** (ages 12-15 or younger)
  A. Carry supplies to dealers.
4. **DEALERS** (ages 15-18 or younger)
  A. They are paid by percentage or commission.
  B. They are respected.
5. **HIGH or HEAVY ROLLERS** (ages 15-and up)
  A. They are the leaders.
  B. They call the shots.

The only way we will ever stop drugs and gang activities or even the formation of gangs is by caring. Schools have to stop being such negative places. Too often teachers say things like, "Don't do this; don't do that." One study suggests that 80 percent of all kids enter school feeling good about themselves, but by fifth grade it's down to 20 percent. By the time they're ready to graduate, only 5 percent have any self-esteem left. Kids receive on average the equivalent of 60 days a year of reprimanding, nagging and punishment. During 10 years of schooling, a student is subjected to 15,000 negative statements—three times the amount of positive reinforcement received.

What will work is constant reasoning with students and positive messages—not expulsion or punishment. Prevention programs must begin in early elementary grades and intervention programs should include counseling and helping youth to build self-esteem. Classes and curriculum need to address real concerns that apply to real life. School personnel should be trained in how to spot potential problems, crisis intervention, how to defuse potentially violent situations and how to establish both structure and management routines.

Reaching out to individual gang members will be difficult. Gang kids don't make it easy to like them. If we took some time to get to know these kids or saw the conditions under which they live, we would better understand them and unquestionably we would have more compassion.

"KIDS NEED LOVE THE MOST WHEN THEY DESERVE IT THE LEAST"

We must start listening to kids. We must give them the opportunity to talk to a friendly and supportive soul. It doesn't matter who listens—maintenance, kitchen personnel or principal—as long as somebody does.

"KIDS DON'T CARE WHAT YOU KNOW--UNTIL THEY KNOW THAT YOU CARE."

"The more we appreciate our own worth and importance, the more we are able to recognize and appreciate the worth and importance of others as well. As we grow as unique persons, we learn to respect the uniqueness of others, and to appreciate the value of our differences."

"We are all human beings, yet we express ourselves differently, in terms of our individual and cultural diversity. Acting responsibly toward others moves us to accept those differences, to recognize other people's rights to choose for themselves and to be accountable for their own behavior."

-California Task Force to Promote Self-Esteem and Personal and Social Responsibility

THE MULTICULTURAL/MULTIRACIAL CLIMATE OF AMERICA'S SCHOOLS

WHAT TO TELL STUDENTS ABOUT PREJUDICE, BIGOTRY AND DISCRIMINATION

Our nation is becoming increasingly diverse. It is predicted that by the 21st century, minorities will become the majority in 50 of our largest cities. The work force also will be composed largely of minority groups. It is imperative, therefore, that students be prepared to live and work productively and peacefully in a growing multicultural and multiracial society. The challenge for you as educators, teaching students from a wide range of ethnicities, races and religions, will be to provide that opportunity.

Unfortunately, prejudice is not a thing of the past. Incidents of discrimination are far from rare and occur almost daily. Hate crimes—those intended to intimidate individuals and groups because of their race, religion or sexual preference—are increasing in number and in degree of violence according to a recent report commissioned by the Justice Department. Places of worship and religious schools are being defaced. The Skinhead movement is just one of many groups espousing hatred in violent ways.

Despite the efforts of many caring, just and tolerant adults, children still learn prejudice and practice discrimination in many ways. In a society where prejudice exists, children observe it and are influenced by what people say, do and think. Every day and in many ways we are all exposed to people who do not respect differences.

In some parts of the country where there are practically no minority populations, TV and books may be the only exposure a child has to certain groups. In those areas, some children literally may never have seen a Black or an Asian person. If a TV show or book presents stereotypic views of people, they may very well be the only portrayal these kids will ever know. And certainly, many books and TV shows still portray minorities in less than ideal ways.

As teachers, you may first need to find out more about the way students think, feel and live before you can help them with any misconceptions they may have.

1. **Children who feel good about themselves are less likely to be prejudiced.** Accept each student as unique and let students know that you recognize their unique or different qualities. Children who have low self-esteem or poor self-images are vulnerable to developing prejudices. They may believe that the only way they can make themselves feel good is to put others down—particularly groups that they see others mistreat. A child may think *"I may not be so good or so smart..., but I am better than those people."* Children who are vulnerable may think that putting others down or using racial or sexual slurs will make them more popular.

2. **Help students to become sensitive to other people's feelings.** Find ways—read books or stories—to help students better understand the different points of view of other people or groups. When conflict occurs, encourage students to put themselves in the other person's shoes and to think about what that person may be feeling.

3. **Make a firm rule in your classes and schools that no one should be excluded or teased**

on the basis of race, religion, ethnic background or socio-economic status. Continue to encourage students to put themselves into the shoes of the person they are making fun of. Try some role playing and set up scenarios that reflect real life situations of prejudice (Try the exercises at the end of this section. See Teacher Activities at the end of the Self-Esteem chapter for other activities relating to prejudice.)

4. **Help students to understand that discrimination and prejudice are unfair and unjust and cruel.** Show how these feelings and behaviors have caused serious problems, even wars. Discuss ways that prejudice affects society and prevents people from living harmoniously.

5. **Provide opportunities for students to interact with people of diverse racial, ethnic and religious groups.** Invite professional or community leaders of various ethnic persuasions to talk about their accomplishments and to discuss prejudicial hardships they had to overcome in order to succeed. Assign students to watch television programs which reflect prejudice as well as those that show harmonious relations between various racial or ethnic groups.

6. **Help students recognize incidents of stereotyping and discrimination.** TV, movies and newspapers often provide good opportunities for discussions.

7. **Let students know that they can help overcome racism, sexism and bigotry in the world.**

ACTIVITIES

1. Ask students to take a partner and face one another. Then ask a series of questions and ask students to respond beginning with one of the following statements: **"I think," "I feel," or "I want."**

Ques. 1. How would you feel if everyone were invited to a party except you?
Ques. 2. How would you feel if an African-American student invited you to his/her party? (For nonAfrican-Americans only)
Ques. 3. How you you feel if a White student invited you to a party? (For nonWhites only)
Ques. 4. How would you feel if someone called you a racial or religious name?
Ques. 5. How would you feel if someone used an undesirable racial designation in addressing you?

(Adapted from Liking Myself; Palmer, P. (1977) San Luis Obispo, CA: Impact Publishers).

2. **PREJUDICE:** *OBJECTIVE: To demonstrate judging others based on unreasonable prejudices.* Ask for a volunteer for this activity and have he/she leave the room while you give instructions to the class. Tell the volunteer that you will come and explain the role in a moment. Have the other students form a tightly bound circle—arm in arm—so that no one can get in the inner circle or "clique." The group is simply told that someone they do not like because of racial or ethnic background is going to try and get in their circle and they are not to let the person in no matter what. Tell them when the student enters, they are to be make the student feel unwanted by their comments. The "outsider" is simply instructed to try and get into the circle.

Be sure to tell the students that there will be no violence, though it may get a little physical (suggest that students remove their glasses). **Stop** when ten minutes are up, the student has broken into the circle or gives up. Ask group to remain standing and process. Ask the "outsider" what the struggle felt like. Ask participants how they felt keeping someone out based on a prejudice they had. Allow everyone who wishes to ventilate their feelings before stopping the exercise. **(Use great discretion with this exercise!)**

MATERIALS AND RESOURCES

For additional materials on avoiding prejudice and discrimination write to: Publications Department, Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.

BOOKS

Great Lives; compiled by Simon Boughton, 1989, Zephyr Press. Descriptions of the lives of men and women of all cultures and races who have shaped the world.

People; by Peter Spier, 1980, Zephyr Press. People promotes the belief that each of us is unique, deserving of respect.

Ethnic Pride: Explorations into Your Ethnic Heritage; by Greta Barclay Lipson and Jane A. Romatowski, 1983, Zephyr Press. Help students discover their own rich cultural heritage and at the same time learn to appreciate the cultural differences of others.

SUBSTANCE ABUSE

This book is not about crises, but about preventing them. Most of the problems affecting youth are only symptoms and the real underlying problems are low self-esteem and inadequate coping and communication skills. It is important that you take some time to address some of these issues directly. Below is a recommended outline to follow when dealing with the topic of **substance abuse**. There is a great deal of available material on drug education.

A. **TYPES AND USAGE OF CHEMICAL SUBSTANCE**
   1. Drugs
      a. Description
      b. How used
   2. Alcohol

B. **REASONS FOR SUBSTANCE ABUSE**
   1. Low self-esteem
   2. Lack of coping skills
   3. Inability to handle conflict
   4. Unrealistic expectations
   5. Lack of awareness of alternative behaviors
   6. Peer pressure
   7. Parental neglect and abuse
   8. Lack of support systems
   9. Availability of drugs and alcohol

C. **SYMPTOMS AND WARNING SIGNALS OF SUBSTANCE ABUSER**
   1. Physical
   2. Social
   3. Emotional

D. **CONSEQUENCES OF SUBSTANCE ABUSE**
   1. Temporary or permanent physical/mental impairments
   2. Loss of friendships
   3. Alienation of family
   4. Loss of motivation
   5. Loss of job
   6. Lower scholastic achievements
   7. Lowered success potential
   8. Potential genetic defects to future offspring
   9. Overdose/accidental death

E. **EFFECTS OF SUBSTANCE ABUSE**
   1. Physical damage
   2. Mental damage

F. **PREVENTION**
   1. Build self-esteem
   2. Learn coping techniques and alternative behaviors.
   3. Learn communication skills
   4. Learn conflict resolution skills

G. **INTERVENTION**
   1. Recognition of problem
   2. Identify support systems
   3. Identify substance-abuse programs

MATERIALS AND RESOURCES

BOOKS

Drug Abuse: Why It Happens and How to Prevent It. Valley Publishing, Lower Burrell, Pa. 1984.

Peggy Mann, renowned drug abuse prevention author, has written a number of books for both adult and youth audiences. They are available from Woodmere Press, P. O. Box 20190, Park West Finance Station, New York, NY 10025-1511; (212) 678-7839.

Adults
Marijuana Alert
Arrive Alive: How to Keep Drunk and Drugged Drivers off the Road

Teens
Twelve Is Too Old
Pot Safari

Young Children
The Sad Story of Mary Wanna: Teacher's Guide/Student Activity Book (Available in Spanish)

VIDEOS

15 and Getting Straight (48 minutes): Intermedia, 1600 Dexter Avenue North, Seattle, WA 98109, (800) 553-8336.
Picking up the Pieces: Living with Alcoholic Parents (48 minutes): Intermedia.
Flip Tops (26 minutes): Fanlight Productions, 47 Halifax Street, Boston, MA 02130, (617) 524-0980.
All the Kids Do It (21 minutes): Pyramid Film and Video, Box 1048, Santa Monica, CA 90406, (213) 838-7577.

DATE RAPE/ACQUAINTANCE RAPE

Rape will affect approximately one in four women during their lifetime. Each year, 82,000 rapes are reported. Most of those are stranger rape. We do know this is only a fraction of the number of raoes that actually occur. If only one tenth are reported, that would mean that almost 1 million rapes occur each year. Most rapes happen between two people who know each other. Several studies made at colleges and universities indicate that fewer than one in 100 acquaintance/date rapes are reported to the police. It may be more prevalent than ever thought before.

In most states, if a victim is fearful for life and has been sexually penetrated, it is legally considered rape, but the definition of rape varies from state to state. In some states, rape iis defined as penile/vaginal contact; in others, the term refers to all forms of forced sex (including oral and anal). The meaning of force also varies. It may include physical force, vioence, the threat of violence, coercion, or the threat of coercion. Rape is violence expressed in a sexual way. In no way is it simply a moment of frenzied passion. Both men and women can be victims of rape, but because of sheer male strength and the socialization of women, women are more often the victims. Women of all social classes, ages and occupations are susceptible to rape.

Acquaintance rape is forced sexual intercourse that occurs beween two people who know each other and usually involves someone the victim likes and trusts—a date, teacher, friend, employer, doctor or even a relative. It often takes place in his or her home and may begin with premeditated or planned sex. If sex doesnt happen, the assailant may attempt to overpower the victim to get what he wants. Aggression may result if the victim does not comply with the request for sex. Acquaintance rape can happen at any age, but is most likely to occur during teen years.

Date rape is forced sexual intercourse that occurs between a coiuple who is dating. Most often, the male did not plan at the start of the evening to rape the women. He may have hoped to have sex. or he may simply have wanted something to tell his buddies. If his girlfriend turns him down, he may become angry and do whatever he thinks necessary to get what he wants and believes he deserves. He may first try something to test the girl's reaction. If she does not clearly object, he may proceed to the second stage in which he desensitizes her to the intrusion by escalating the behavior. The third stage occurs when they are in an isolated place and the rapist insists on intercourse. He is more likely to proceed if he has been drinking. Date rape is sometimes considered soft rape — forced sexual intercourse in which coercion (pressure or intimidation) or threat of coercion is used to gain the victim's compliance.

Today, there are very few rules for young people to follow regarding dating, relationships and sex. Unfortunately, young people get conflicting messages from parents, peers, media, music, and even religion. It is no wonder they are often confused about their roles as sexual beings.

We are still living in a society that has strong double standards about male/female sexuality. Ultimately, many inappropriate messages are sent to both sexes. Traditional patterns of sexual interaction assign to men the responsibility of initiating all dating and sexual encounters. This may lead some men to assume that a woman doesn't know what she wants in a sexual relationship. The conflict is compounded because society assigns to women the responsibility to control the intensity and level of sexual activity. When the woman sets sexual limits that the man refuses to accept, she may feel compelled to follow his lead because she believes he knows more about sex than she does.

Male-female roles are slowly changing in our culture, but neither boys nor girls are socialized to be assertive even now. Boys are still taught to be aggressive—to achieve goals at whatever the cost. Girls are taught to be passive and to put the needs of others before their own. Television sometimes implies that a woman can't be feminine and sexy as well as assertive and in charge. In some families, girls are still expected to be polite—to not say rude or hurtful things—even at their own expense. For example, when a women is asked what is wrong, she may say nothing rather than risk offending someone. As a result, men get the message that women don't mean what they say. Some men believe, therefore, that women don't know what they want sexually and if they just push beyond their objection, women will be grateful because it's what they want anyhow. Because men believe women don't really mean no, they become desensitized to the word. Many men simply do not believe that women mean no when they say no in a sexual situation. This type of gender-role socialization subliminally reinforces that it is okay for men to force women to have sex and can actually set up the dynamics for date or acquaintance rape.

The following factors contribute significantly to the victimization of women:

Communication. If the victim does not clearly let the male know that she doesn't want to have sex with him—before getting into a compromising situation—how can he know? If neither is comfortable discussing sex, then each mindreads what he or she believes the other wants. The male may "hear" old tapes and believe that he knows what she really wants or what is best for her.

Sex Role Stereotypes. Young women who believe that the best way to interact with men is in traditionally stereotyped ways—gentle, submissive, subtle, sacrificing, flirtatious, and manipulative—mau inadvertently convey that it's okay for men to play a domineering role.

Social Status. If a girl feels good enough about herself not to trade sex for popularity, she will probably risk losing the boyfriend rather than do something she doesn't want to do. If being popular is foremost, she may be willing to compromise—her values, her self-worth and her body.

Environmental factors. Potential victims must learn to control the environment to increase safety. For example, they should not stay in the company of rowdy or drunk boys or go to a boy's empty house.

The following information Is offered to help you better understand date/acquaintance rape. Hopefully, it also will help you convey these important messages to both young men and women so that none of them ever experiences—from either side—this terrible form of violence.

- **Does no ever mean yes? Though some women may mean yes, most don't. Even if a woman is ambivalent, that does not mean yes if she says no. Since a man is not a mindreader, he must ALWAYS take NO to be the real answer regardless of what he thinks or what her body language may suggest.**

- **Most young people believe they know what they want sexually before going out on adate. A passionate embrace may make it more difficult to stick to that decision because of the sexual urges that surface. At those times, bloodflow increases to the pelvic area away from the brain. Although it may be more difficult to make wise decisions at that time, no one ever has the right to coerce or force a partner to have sex. Both males and females need to know that no one ever died from an unrelieved erection or excessive sexual excitement.**

- The most important message the victim must hear and understand is that it is never the victim's fault when rape is committed The person who commits the crime is the person who is responsible for it. A victim never causes the rape. The person who rapes is the only one responsible. Uninformed people may say the victim deserved what happened because she was drunk, wore sexy clothing, went too far or were in an inappropriate place—a boy's apartment, walking alone in a secluded area. The victim is never, never responsible or deserving of an act of violence regardless of where he/she is or what he/she is doing.

- After a rape, the victim may be hysterical or in shock (called rape trauma syndrome). Shortly after, the victim will probably experience a variety of reactions. She may not want to believe it happened or may feel numb, angry, embarrassed or ashamed. A rape victim should seek help and advice, but ultimately she must make the decision to deal with these feelings when ready. The important thing is that these feelings must be dealt with or the victim will never recover emotionally

- The victim wants and needs to be able to talk to someone, yet may not trust anyone. Few people understand what the victim of a date or acquaintance rape goes through. Because the victim of date rape is usually not bruised, cut or beaten, people may not believe that a rape was even committed, The family may not know how to help. Friends and family also may experience a range of emotions. They may be embarrassed or angry at the victim for putting them through such an ordeal. Or they may feel helpless, frightened for the vicitm or outraged at the sitution. A victim may discover that even close friends may not believe or support her. After all, how could she be raped? Hadn't they been dating a while and probably already sleeping together? They may make the victim feel worse. Hopefully the victim will find compassionate and understanding people at this time, but she must remember that she DOES NOT HAVE TO LISTEN TO, BELIEVE OR SPEND TIME WITH ANYONE WHO MAKES HER FEEL BAD OR, EVEN WORSE, GUILTY. The first thing a victim needs to do is to heal; then, she can deal with her anger at friends and family.

- The victim may feel partly to blame—after all, she let him go too far; wore sexy, tight clothing; had been drinking; went to his house when no one was there or went with him to an isolated place from which she couldn't get away; stayed with him while he got very drunk—and any other thing she can blame herself for. But no matter what she did, the victim is never the cause of a rape. No matter how many times she has said yes to sex in the past, even with that partner, she still has a moral and legal right to say no. None of her behavior, even if sexually aggressive , gives a man the right to physically force or coerce her to have sexual intercourse. Only if a girl acts voluntarily is she accountable; if she is forced or threatened in any, she is not to blame under any circumstances.

- Being raped does not make the victim easy, bad or loose. The victim may believe that since she is no longer a virgin, her reputation is smeared and people will think that she is loose. She may say to herself, "Well, since I am no longer a virgin, I don't have any reason to say no again." Technically, if a girl has never had intercourse before, she can still be considered a virgin if she is a victim of sexual violence. And every woman, virgin or not, has the right and the obligation to say no to any and all unwanted sexual activity.

- A victim may begin to question her judgement and worry about every decision she makes. She may even stop doing things that require decisions. This is particularly true if people either don't believe a rape occurred or blame her for the incident. The victim must be encouraged to again trust her own judgement. She must come to understand and accept that there was no way she could have known that a person she was dating or a trusted friend would commit such a terrible act.

- The use of alcohol or drugs is often related to incidents of date/acquaintance rape. They both tend to reduce inhibitions and dull perceptions. The female who is high is less likely to be alert; the man is more likely to be unconcerned about the needs of his date. A woman who avoids drug or alcohol consumption—particularly when in the presence of a male—is better able to avoid acquaintance rape. A female also should know when to leave if her date or the person in her company is drinking too much.

- Women are generally weaker than men in size and strength, so they must not put themselves at even greater risk. But women also need to know that it is acceptable to hurt a person who is trying to hurt them. Suggest a self-defense or martial arts course to female students.

- Often, sexual assailants don't feel they commited the act of rape. They believe the woman really wanted sex, but was worried about her reputation. They claim the victim simply needed a little push. Even after being confronted and charged, they may not believe themselves to be rapists.

There are many places in your community rape victims can call for help. Be sure your students know where to turn. Suicide hotlines, police, YWCA's, and public health clinics may be able to help or, at least, direct the victim to a rape crisis center, if there is one in your community. Call the Anti-Social and Violent Behavior Center at (301) 443-3728 for a directory of Rape Crisis Centers and hotlines.

RESOURCES

"Coping with Dape Rape & Acquaintance Rape," by Andrea Parrot, Ph.D. New York, Rosen Publishing Group, Inc., 1988.

"Men Who Rape: The Psychology of the Offenders," by Nicholas A. Groth; New York: Plenum Press, 1979.

"Real Rape," by Susan Estrich; Cambridge: Harvard University Press, 1987.

"Recovery: How to Survive Sexual Assault for Women, Men, Teenagers, Their Friends and Families," by H. Benedict. Garden City, NY: Doubleday & Company, 1985.

"Stopping Rape: Successful Survival Strategies," by P. Bart. New York: Pergamon Press, 1985.

WHAT YOU NEED TO KNOW ABOUT AIDS:

HOW YOU CAN HELP STUDENTS BETTER UNDERSTAND THE PHYSICAL IMPLICATIONS AND THE PSYCHOLOGICAL AND EMOTIONAL AFFECTS OF THIS DEADLY DISEASE.

Though less than 1 percent of reported AIDS cases are adolescents, the number of teenagers with AIDS jumped 43 percent between July 1988 and August 1989, according to the Centers for Disease Control. During one month in the fall of 1989, 421 cases of AIDS involving 13-19-year-olds were reported to the CDC. AIDS ranks as the ninth leading cause of death among children ages 1 to 4 and seventh in young people ages 15 to 24. According to the U.S. Department of Health and Human Services, as of June 1989, there were a total of 99,936 reported AIDS cases in the U.S. Of that number, 1,681 involved infants and children under age 13.

Young people are not powerless against the threat of AIDS. We can protect them by telling them the truth and teaching them to behave responsibly. They must be able to distinguish between rational and irrational fears. We also must be truthful about the risks, dangers and moral and psychological consequences of irresponsible sex. We must help them acquire an understanding of the seriousness involved and the importance of accepting responsibility for one's own actions. Experts say teenage sexual behavior, including intercourse with multiple partners, infrequent use of condoms, dirty needles for ear piercing, tattooing and illegal steroid injection not only increases the risk for adolescents, but may make them more vulnerable than many adults. Therefore, it is our responsibility to not only give them the facts, but to remember that it is their sense of right and wrong that determines their actions. We must not be afraid to say:

If you have sex with a partner infected with AIDS,
there is a chance you will get the virus and die from it.

By no means is there any simplistic answer to protecting young people from AIDS, but there are some principles to follow. The following suggestions were adapted from the U.S. Department of Education.

1. **Help Students Develop Clear Standards of Right and Wrong.** Children who firmly hold to the principles of appropriate moral and social conduct are less likely to act in ways that would place them at risk of becoming infected with AIDS. All people who work with young people must instill firm standards of conduct that include respect for personal well-being and the well-being of others. Children should be taught the importance of self-discipline and personal responsibility by holding them accountable for their actions. They should also be brought to understand that, as young adults, they will bear the primary responsibility for protecting themselves from becoming infected with AIDS.

2. **Set a Good Example.** Parents and school personnel should be aware that they very much influence young peoples' behavior.

3. **Help Children Resist Social Pressures to Engage in Dangerous Activities.** You can help by 1) helping students identify negative pressures; 2) being attentive to children's behavior inside and outside of school; 3) encouraging students to provide a good example to their peers; 4) discussing drugs knowledgeably.

4. **Instruct Children about AIDS.** It is imperative that teachers provide the ***facts*** about AIDS and teach drug education to all students. Teachers must teach sex in ways that emphasize self-esteem and the three R's—**RESPECT, RESPONSIBILITY AND RELATIONSHIPS.**

In selecting educational materials on AIDS consider the following: 1) meets the approval of parents; 2) teaches about high-risk behaviors; 3) presents the facts in a straightforward manner; 4) emphasizes standards of right and wrong; 5) is appropriate to the age of student; and 6) is appropriate and sensitive to the local community needs and values.

SOURCES OF INFORMATION ABOUT AIDS

1. Public Health Service National AIDS Hotline (recorded message) 1-800-342-AIDS.

2. The National AIDS Hotline 1-800-342-7514.

3. American Red Cross, AIDS Education Program, National Headquarters, 1730 E Street, NW, Washington DC 20006, (202) 639-3223.

4. AIDS School Health Education Subfile, BRS Information Technologies, 1200 Route 7, Latham, New York 12110, 1-800-468-0908.

MATERIALS AND RESOURCES

Educator's Guide to AIDS and other STD's by Stephen R. Sroka, 1987. Health Education Consultants, 1284 Manor Park, Lakewood, Ohio 44107 (216) 521-1766

AIDS: What You Should Know by Linda Meeks and Philip Heit, 1987. Merrill Publishing Company, PO Box 508, Columbus, Ohio 43216, 1-800-848-6205. Teacher and student guide.

AIDS: Information/Education Plan to Prevent and Control AIDS in the United States, 1987. National AIDS Information Clearinghouse, Box 6003, Rockville, MD 20850

Instructional Outcomes for AIDS Education, 1987. Rhode Island Department of Education and the Rhode Island Department of Health, Office of Health Information, State Department of Education, 22 Hayes Street, Providence, RI 02908 (401) 277-2651.

AIDS: Impact on the Schools by Roberta Weiner, 1986. Education Research Group, Capitol Publications, 1101 King Street, Alexandria, VA 22314 (703) 683-4100.

AIDS and the Education of Our Children, Consumer Information Center, Dept. ED, Pueblo, CO 81009 (For multiple copies: Office Of Public Affairs, Dept. ED, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202).

ADOLESCENT SUICIDE COUNSELING GUIDELINES

What might you do if you suspect a child is thinking about suicide? The following are suggestions by numerous experts in the field, though not all are appropriate for non-professionals.

1. **Don't back off or try to delay dealing with the person. Act as if the situation is serious.**

2. **Talk to, listen to, draw into conversation the person about whom you are concerned.** Let him/her know of your concern. Be an active listener. Establish a caring relationship.

3. **Talk openly and freely and ask direct questions .** For example: *"Have you been feeling depressed? Are you thinking of ending your life?"* It is OK to talk about suicide. It will not give the person an idea he or she has not thought of. (If answers to your questions are "yes," seek professional help without delay.)

4. **Don't feel you must supply answers to all life's difficult questions**. Your interest alone usually is enough to show you care.

5. **Try to establish the degree of suicidal risk.** How specific are the details of the plan? Are means available to carry out the plan? How lethal is the method—the more detailed the plan—the greater the risk.

6. **Use a positive approach by emphasizing better alternatives than suicide.** Help the person arrive at some constructive short-term goals for specific problem solving. Help define and clarify problems and potential solutions. Get the person to agree to do something constructive to change things. Help identify resources needed to improve the situation. Help the person recall how she or he used to cope.

7. **Try to be calm and understanding.** Don't minimize the potential victim's threats.

8. **Ascertain whether a person's family might provide a needed source of strength or support.** If the person becomes negative or hostile, drop the subject.

9. **Emphasize the temporary nature of most problems.** Explain how most crises pass in time and that suicide is a permanent and drastic response to a temporary problem.

10. **Avoid displaying shock at things the person might say.**

11. **Don't engage in moral or philosophical debate.** Suicide is an irrational response to emotional pain. Rational arguments are of limited value in defusing an emotional crisis. Avoid being or sounding judgemental as it would only make the person feel more guilty and worthless.

12. **Don't Give advice.** If your advice is bad, it could backfire on you. You could even be held liable if anything actually happened. Explore alternatives, discuss consequences.

13. **Reaffirm the person's intrinsic value as a human being.**

14. **Avoid minimizing the importance of the root causes of the person's concern. DO NOT SAY THAT EVERYTHING WILL BE ALL RIGHT.** Statements like, *"Cheer up. Things are sure to*

improve soon."; or *"You're making a big deal out of nothing,"* may deepen their frustration and disrupt free communication.

15. **Encourage the person to seek help from school counselor, minister or someone who trained to help solve emotional problems.** Offer to accompany him/her. If the person resists, you may have to get the necessary help for him or her.

16. **DO NOT AGREE TO KEEP THE CONVERSATION A SECRET!!!** Saving a life is more important than keeping their trust at the moment. If they know that you genuinely care, they will forgive you later. But at least there will be a later.

17. **Offer to do something fun together if the situation allows it.**

18. **Keep in mind that you cannot force someone to live.** Ultimate responsibility for one's own actions lies with each individual. Don't accept guilt or responsibility for actions of others which are beyond your control.

19. **Reassure the person that suicidal thoughts are not abnormal, merely unhelpful and undesirable.**

20. **Try to get a commitment from the person that he or she will not attempt suicide for a definite period of time.**

21. **Familiarize yourself with crisis intervention services in your areas and seek their help in any potentially serious situation.**

22. **Avoid provoking further guilt by saying certain things.** For example: *"Think how you will hurt your parents...."* Instead, focus on the fact that certain acts do cause others to suffer, and that this is a fact which should be considered when making any important decision.

22. **Do not over-estimate your ability to deal with crisis situations; do not underestimate your value as a compassionate listener.**

23. **Do not assume that overcoming an immediate crisis has eliminated future danger.** Make sure the suicidal person's problems are truly solved.

24. **Make a tangible plan for a future meeting, for a joint visit to a third party, etc.** Attempt to make the person feel you've made some tangible progress together.

25. **Avoid leaving the person alone if you feel the risk of suicide is immediate. Call the police in the event of immediate life-threatening danger.** Trust your suspicions that the person may be self-destructive.

26. **Remove any potentially lethal objects from the area where where a disturbed person will be staying.** (Guns, knives, razors, alcohol, drugs—including common, non-prescription drugs, ropes, nylon stockings, glass objects, car keys, etc.)

Adapted from Teen Suicide Prevention Task Force. For a complete copy of the 32-page Teen Suicide Prevention Magazine, send $2.00 plus $1.00 postage and handling to: Teen Suicide Prevention, P.O. Box 76463, Washington, DC 20013.

The following pages on student bereavement and grief work were obtained from:

Baltimore County Public Schools
Youth Suicide Prevention Advisory Committee
825 Providence Road
Towson, Maryland 21204
Phone: (301) 887-4194
April 1989 (Revised)

HELPING TEACHERS ASSIST IN STUDENT BEREAVEMENT

When a school experiences any type of a traumatic loss, there is need for the school to have a postvention plan to assist students and staff deal with the painful emotions and troubled thoughts brought on by this stressful situation. Quite often, schools in the midst of a loss need trained professionals to assist them to develop a plan of action to address the concerns of students and staff. The following document has been used by crisis intervention teams in Baltimore County Public Schools as a briefing handout to assist teachers working with students when a death occurs in the school. *This particular handout addresses the completed suicide of a secondary student.* These materials can be revised each time there is a loss to provide teachers with a structure to respond to other traumatic losses such as automobile deaths, death of a staff member or student after a long illness, or a murder. Obviously these statements may also be revised in developmentally appropriate ways to assist teachers working with younger students.

The context in which the handout is used is a brief (approximately twenty minutes) faculty meeting before school in which the crisis intervention team members and school administrators explain the postvention plan and invite teachers to assist in informing students of the loss and helping youngsters to express their grief in a beneficial way. Teachers, in such a meeting, are encouraged to address young people's need to mourn. They are provided a simple structure to follow. Also teachers are offered the direct assistance of trained crisis intervention team members to help make the announcement and conduct group discussions in classroom settings. In Baltimore County Public Schools' postvention plan, schools remain open in order to provide students with a setting in which to do their mourning; all announcements are made by teachers to the students in their individual classrooms (PA system is an inappropriate forum to use for announcing a death); and additional pupil services personnel are brought in to provide students with trained counseling professionals for one-to-one counseling or small group counseling sessions as needed.

BASIC NOTES TO TEACHERS ON GRIEF WORK:

Any death in a school is like a death in the family. There is a concept in grieving called "Group Survivorship." The term describes phenomena typically present when anyone experiences the death of someone close to them. It will be common for a teacher to observe the following group-survivorship needs in students:

- troubled thoughts and feeling related to guilt, anger and sadness
- a desire to be recognized as "survivors" who have experienced a loss
- a wide range of behaviors from crying in public and disorganized, confused wandering about the hall to a somewhat callous disregard for other's feelings
- an intense curiosity about the details of the death
- an expectation to be informed about the loss and the school's planned response
- a wish to participate in a memorial service coupled with a general lack of awareness about mourning rituals
- a need for directions on how to assist each other in dealing with the loss

Group Discussion Guidelines

The following topics are issues generally raised in any discussion with young people who have experienced a loss in the school community:

MEMORIES: Review the deceased's life. "Tell me what you remember about ___________."; "Remember when _____ did this?"

CAUSES: Review the circumstances of the death (Why did this happen?). Reframe their misrepresentations (e.g., Some will want to blame his parents, teachers, or friends. Emphasize that the real truth is that suicide is the wrong solution to pressures which all of us experience in life.)

WHAT WILL HAPPEN? Shape their expectations about the ritual of mourning (What's Next?). Some have never been exposed to the grieving process (e.g., what they will see; what to do and say, hints on note-writing etiquette.)

WHAT CAN WE DO? Shape their response (How can we help?). Discuss what they can do for themselves and others because this has happened. Help them focus on being mutually supportive; encourage their pursuit of school programs to combat losses such as the one experienced by the school community.

.ANNOUNCING A DEATH TO STUDENTS IN THE CLASSROOM

The following statement is to be used as a guideline for the classroom teacher to announce the death of a student.

Draft of Classroom Announcement

Something has happened which makes it necessary to talk with you about suicide. All of us have problems from time to time. Most of us face these challenges and learn to cope with our problems without being destroyed by them. When people take their own lives, they allow their problems to destroy them.

On *date*, one of our students, *name*, took his own life. We do not have all the details but this is what we know so far . . . . .

Because this has happened, we now face the challenge of how to help one another. We may need to help each other deal with some confused feelings. Our first reaction might be to feel upset, saddened, and shocked by the death of one so young. Some of us will feel angry and frustrated because this was an unnecessary death, a permanent "solution" to what was a temporary problem. Others of us are going to need to talk to someone to make sense out of this. Some of us might feel guilty. We might say, *"Maybe I should have known ____________ was going to commit suicide,"* Or *"I knew something was wrong but I didn't know how to help."* Unfortunately, when people decide to commit suicide, this ends the chance of ever improving a situation and closes off any chance our being able to help.

It is important to help our friends deal with this loss. We must reassure one another that no situation is completely hopeless, no one is really helpless and alone.

It would be helpful to alert the students about the extra resources which will be available for them in school today:

- The teachers are concerned and will do everything possible to help students deal with the loss.

- There will be a "drop in" room located at ___________where students can come during lunch and after school to talk to one another.

- The guidance office has a number of extra counselors available to talk with students. Teachers will send those who request a pass.

- After school there are a number of agencies in the area. Students can call these numbers ____________ or drop in at ___________________________________.

For those classes which may need some extra time to adjust to this shock, it is helpful to put aside some time in class for small group discussion. Also assure them that they will be informed about the funeral arrangements as soon as the school learns about them from the family.

SECTION FOUR

TEACHING RESOURCES

MOTIVATION

TO MOTIVATE STUDENTS TO DO A BETTER JOB, THESE NEEDS MUST BE FULFILLED FIRST:

1. **ECONOMIC SECURITY.** STUDENTS NEED TO FEEL THAT THEIR TIME AND EFFORT BE FAIRLY REWARDED.

2. **EMOTIONAL SECURITY.** TEACHERS MUST CREATE A CLIMATE IN WHICH STUDENTS "TRUST" THEIR SUPERIORS, AND FEEL THEIR WORK CONTRIBUTES TO A WORTHWHILE GOAL.

3. **RECOGNITION.** STUDENTS SHOULD FEEL THAT GOOD WORK WILL BE APPRECIATED AND PRAISED.

4. **SELF-EXPRESSION.** STUDENTS SHOULD NOT FEEL THEY HAVE TO SURRENDER THEIR HERITAGE WHEN THEY ENTER SCHOOL. STUDENTS SHOULD HAVE THE RIGHT TO COMMUNICATE IDEAS, SUGGESTIONS, FEARS AND OPINIONS TO THEIR TEACHERS WITHOUT FEAR OF RETRIBUTION.

5. **SELF-RESPECT.** THIS IS SIMPLY THE NEED TO BE TREATED AS AN INDIVIDUAL, AS A HUMAN BEING—NOT A STATISTIC.

GENERAL GUIDELINES FOR MANAGING BEHAVIOR

Here are some general guidelines for managing the behavior of your class. Many of these suggestions reflect simple courtesy, but others can help you develop well-behaved students who respect you because they believe that you care about their welfare.

1. **Develop a healthy, caring and respectful relationship with students.** If students feel that the teacher is on their side, they will be less inclined to disappoint the teacher by acting out.

2. **Rules and consequences should be established, spelled out clearly and enforced consistently or students will test you by acting out.**

(Young people often feel no one cares if there are no rules established or they aren't enforced. They may act out simply to gain attention.)

3. **Assess behavior patterns and rates of occurrence prior to setting up behavior goals.** Consider all factors including home and health before coming up with a final behavioral management plan.

4. **Remember that students will not know your rules.** In the first few days and weeks of new school year, alert students with brief reminders of the rules in effect in your area.

Example: "*Let's not forget talking is never allowed during a test.*" Or, "*Remember, we want to show respect for each other by being quiet when a classmate is talking.*"

5. **Students should actively participate in changing their own behavior.** Involve students in the development of rules, goals, behaviors and rewards. The teacher should set the parameters and then give the student choices within those parameters.

6. **Let students help to create meaningful and realistic consequences that are doable.** If students don't know in advance what the consequences are, they cannot make objective choices.

Example: *If a student does not know he will have to stay after school if late to class, he may choose to continue to be late. He might choose to change his behavior (be on time), if he is aware of the consequence (staying after school).*

7. **Teachers and parents should cooperate in developing a behavior management program.** Discuss your concerns about the importance of social skills with parents. Frequent communication between parents and teachers will ensure that the same behavior is expected at school and home with comparable consequences for misbehavior.

8. **Don't create rules just to have them or be in control.** Rules should have a legitimate purpose and be consistent with school and district policies.

9. **Behavior and academic goals should be developed individually for each child in the classroom.** By allowing options for students, each student has the chance to master individually set goals. This way, a student doesn't feel he/she is failing, and success helps assure self-esteem, thereby reducing behavior problems.

10. **Select only one or two behaviors to teach or modify at one time.** Don't try to solve several behavior problems at once. The student will only become confused and may not learn any of the behaviors well.

11. **Praise should be specific and directed toward task not person.**

Example. NOT *"You're really doing a good job,"* but *"I'm really pleased with the way you've been participating more during our class discussions."*

12. **Discipline fairly and respectfully.** Show your displeasure with the student's conduct, not the student's character. When expressing disappointment over student's behavior, be sure you demonstrate that it is the behavior, not the student. Criticize the action, not the person (i.e. not *"I'm terribly disappointed in you,"* but *"It really disappoints me when you don't turn in your homework."*)

13. **Don't use labels about student's behavior or performance.** The consequences may be that the student actually believes the label (self-fulfilled prophecy) and that could result in a reduction of the student's self-esteem.

14. **Use affirmative statements when establishing rules rather than pointing out the negative.**

Example: Say, "*Be sure to do your homework*" rather than *"Don't forget to do your homework."* Or, "*Be on time*" rather than "*Don't be late.*"

15. **Set up systems in the classroom for frequent and consistent rewards to students for both social and academic achievement and improvement.** Students should be praised equally for working hard to achieve the goal, as well as for actually achieving it.

16. **Give lots of SMILES and HUGS and use HUMOR as often as possible**—when appropriate.

17. **Use a variety of positive rewards appropriate to your classroom.** Symbols of achievement such as poker chips, stamps, stars (depending on grade level) can be given and allowed to accumulate. Once a predetermined number of the symbol has been earned, the student can trade it for a backup reward which can be anything from candy or toys to trips, parties or special privileges such as helping teacher, being first in line, choosing an activity. These symbols should be used for improving behavior or maintaining a level of acceptable behavior.

18. **Provide all students with opportunities for success and recognition.** Set awards at different levels of performance. The fastest way to build and maintain self-esteem is to allow a student to succeed and then give him/her recognition for the achievement. Success does not mean getting A's on all tests or doing everything right the very first time it is done—for some students success is simply working hard and showing improvement.

19. **Be consistent.** It is important for teachers to be consistent in implementing a student's management program.

20. **Short-term goals should be established, as well as long-term goals.** The daily goal should be above what the child can do on the average, but equal to or below the highest level he can perform.

21. **There is no one consequence that will be meaningful to all students.**

Example:

You tell two students they will have to stay after school for talking during a test. One student is very upset because she wants to play with friends. The other is relieved that he won't have to go home to an empty house.

22. **Record all changes and the processes used to achieve the results to be able to later evaluate which process was most successful.**

23. **Be flexible about the program.** It may not work and you may have to rethink the strategy. Even a good program periodically needs change or updating. Examine all procedures, rules, directions, policies and penalties to increase the potential of success. You may want to use a variety of methods (reinforcers, rewards, etc.). It might be wise to throw in a few surprises to maintain interest and encourage cooperation.

24. **Teachers need to demonstrate that they have high expectations for students academically and socially.**

25. **When you ask a student to respond to academic material and he/she does not respond appropriately, ask the class if anyone has a *different* answer rather than a *better* answer?**

A STORY ABOUT TEACHER EXPECTATIONS

"Three Letters From Teddy"

By Elizabeth Silance Ballard

Teddy's letter came today and now that I've read it, I will place it in my cedar chest with the other things that are important in my life."I wanted you to be the first to know."

I smiled as I read the words he had written and my heart swelled with a pride that I had no right to feel. I have not seen Teddy Stallard since he was a student in my 5th grade class, 15 years ago. It was early in my career, and I had only been teaching for two years. From the first day he stepped into my classroom I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favorites in a class, but most especially they are not to show dislike for a child, any child.

Nevertheless, every year there are one or two children that one cannot help being attracted to, for teachers are human and it is human nature to like bright, pretty, intelligent people, whether they are 10 years old or 25. And sometimes, not too often, fortunately, there will be one or two students to whom the teacher just can't seem to relate.

I had thought myself quite capable of handling my personal feelings along that line until Teddy walked into my life. There wasn't a child I particularly liked that year, but Teddy was most assuredly one I disliked. He was dirty. Not just occasionally, but all the time. His hair hung low over his ears, and he actually had to hold it out of his eyes as he wrote his papers in class. (And this was before it was fashionable to do so!) Too, he had a peculiar odor about him which I could never identify. His physical faults were many, and his intellect left a lot to be desired, also. By the end of the first week I knew he was hopelessly behind the others. Not only was he behind; he was just plain slow. I began to withdraw from him immediately.

Any teacher will tell you that it's more of a pleasure to teach a bright child. It is definitely more rewarding for one's ego. But any teacher worth her credentials can channel work to the bright child, keeping him challenged and learning, while she puts her major effort in the slower ones. Any teacher can do this. Most teachers do it, but I didn't, not that year.

In fact, I concentrated on my best students and let the others follow along as best they could. Ashamed as I am to admit it, I took perverse pleasure in using my red pen; and each time I came to Teddy's papers, the cross marks (and there were many), were always a little larger and a little redder than necessary. While I did not actually ridicule the boy, my attitude was obviously quite apparent to the class, for he quickly became the class "goat", the outcast, the unlovable, the unloved. He knew I didn't like him but he didn't know why. Nor did I know then or now why I felt such an intense dislike for him. All I know is that he was a little boy no one cared about, and I made no effort in his behalf.

The days rolled on. We made it through the Fall Festival and the Thanksgiving holidays, and I continued marking happily with my red pen. And as the Christmas holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade level. He would be a repeater. To justify myself, I went to his cumulative folder form time to time. He had very low grades for the first four years, but no grade failure. How he had made it, I didn't know. I closed my mind to the personal remarks.

First Grade: Teddy shows promise by work and attitude, but has poor home situation.

Second Grade: Teddy could do better. Mother terminally ill. He receives little help at home.

Third Grade: Teddy is pleasant. Helpful, but too serious. Slow learner. Mother passed away end of year.Fourth Grade: Very slow, but well behaved. Father shows no interest.

Well, they passed him four times, but he will certainly repeat the fifth grade! Do him good! I said to myself. And then the last day before the holiday arrived, our little tree on the reading table sported paper and popcorn chains. Many gifts were heaped underneath, waiting for the big moment. Teachers always get several gifts at Christmas, but mine that year seemed bigger and more elaborate than ever. There was not a student who had not brought me one. Each unwrapping brought squeals of delight, and the proud giver would receive effusive thank -yous. His gift wasn't the last one I picked up: in fact, it was in the middle of the pile. Its wrapping was a brown paper bag,and he had colored Christmas trees and red bells all over it. It was stuck together with masking tape.

"For Miss Thompson from Teddy, " it read.

The group was completely silent, and for the first time I felt conspicuous, embarrassed because they all stood watching me unwrap the gift. As I removed the last bit of masking tape, two items fell to my desk; a gaudy rhinestone bracelet with several stones missing and a small bottle of dime-store cologne, half empty.

I would hear the snickers and whispers, and I wasn't sure I could look at Teddy."Isn't this lovely, " I said as I tried to place the bracelet on my arm. Would you help me fasten it?" He smiled shyly as he fixed the clasp, and I held up my wrist for all of them to admire. There were a few hesitant oohs and ahhs, but as I dabbed the cologne behind my ears, all the little girls lined up for a dab behind their ears.I continued to open gifts until I reached the bottom of the pile. We ate our refreshments, and the bell rang. The children filed out with shouts of "See you next year!" and "Merry Christmas!", but Teddy waited at my desk.

When they had left, he walked towards me, clutching his gift and books to his chest. "You smell like Mom. " " Her bracelet looks real pretty on you , too. I'm glad you liked it." He left quickly. I locked the door, sat down at my desk and wept, resolving to make Teddy what I had deliberately deprived him of—a teacher who cared.

I stayed every afternoon with Teddy from the end of Christmas holidays until the last day of school. Sometimes we worked together. Sometimes he worked alone while I drew up lesson plans or graded papers.

Slowly, but surely he caught up with the rest of the class. Gradually, there was a definite upward curve in his grades. He did not have to repeat the fifth grade. In fact, his final averages were among the highest in the class, and although I knew he would be moving out of the state when school was out, I was not worried for him. Teddy had reached a level that would stand him in a good stead the following year, no matter where he went. He had enjoyed a measure of success, and as we were taught in our teacher training courses, "Success build success."

I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox.

Dear Miss Thompson,

I just wanted you to be the first to know. I will be graduating second in my class next month.

Very truly yours,
Teddy Stallard

I sent him a card of congratulations and a small package —a pen and pencil gift set. I wondered what he would do after graduation. Four years later Teddy's second letter came.

Dear Miss Thompson,

I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I liked it.

Very truly yours,
Teddy Stallard

I sent him a good pair of sterling silver monogrammed cuff links and a card, so proud of him I could burst! And now today, Teddy's third letter.

Dear Miss Thompson,

I wanted you to be the first to know. As of today I am Theodore J. Stallard, M.D.

How about that!! I'm going to be married in July, the 7th, to be exact. I wanted to ask if you could come and sit where Mom would sit is she was here. I'll have no family there as Dad died last year.

Very truly yours,
Teddy Stallard

I'm not sure what kind of gift one sends to a doctor on completion of medical school and state boards. Maybe I'll just wait and take a wedding gift, but my note can't wait.

Dear Ted,

Congratulations! You made it, and you did it yourself! In spite of those like me, and not because of us, this day has come for you. God Bless you. I'll be at the wedding with bells on!

LOVE AND THE CABBIE

BY
ART BUCHWALD

I was in New York the other day and rode with a friend in a taxi. When we got out, my friend said to the driver, "Thank you for the ride, You did a superb job of driving."

The taxi driver was stunned for a second. Then he said, "Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the city."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has 20 fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shopkeepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with 10 different people today. If, out of 10, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. It didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip.

If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money, of course, for our postal employees, is that no ones tells people who work for the post office what a good job they're doing."

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a king word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped.

"That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June." a man grunted.

"Ah, that really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will feel better for it. Somehow the city will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but if I can enlist other people in my campaign . . ."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

SECTION FIVE

The following quotes are from one of the best teaching guides ever written. - Superteaching by Eric Jensen.

THE PURPOSE OF TEACHING IS TO PROVIDE FOR YOUR STUDENTS
AN EXPERIENCE OF THEIR OWN GREATNESS

THE TEACHER'S JOB IS TO RE-DISCOVER THE CHILDHOOD
JOYS OF LEARNING WITH STUDENTS AS THEIR PARTNERS

THERE'S NO SUCH THING AS LEARNING DISABLED STUDENTS.
THERE ARE, HOWEVER, INFLEXIBLE TEACHERS

RELATE TO YOUR STUDENTS OUT OF WHO THEY COULD OR MIGHT BE
NOT OF OUT WHO THEY APPEAR TO BE YOU MAY BE PLEASANTLY
SURPRISED AT THE DIFFERENCE IT MAKES...

IF YOU SEE YOUR STUDENTS AS POSSIBILITIES INSTEAD OF AN
INTERRUPTION OR A COMPLAINT, YOU MAY DISCOVER YOU HAVE
AWAKENED A SLEEPING GENIUS

EVERY ONCE IN A GREAT WHILE TRY TO TRULY UNDERSTAND WHAT IT
MUST BE LIKE TO BE A STUDENT IN YOUR OWN CLASS....
YOU MIGHT NEVER TEACH THE SAME WAY AGAIN.

THE MORE POWER YOU GIVE TO YOUR STUDENTS
THE LESS THEY WILL TRY TO TAKE IT AWAY FROM YOU

TEACHING IS NOT A JOB OR A DUTY TO PERFORM...
IT IS A PRIVILEGE TO BE ACCEPTED BY THOSE ABLE TO BE
RESPONSIBLE AND WITH HEARTS BIG ENOUGH TO LOVE ENOUGH

AVOID MOTIVATING YOUR STUDENTS
INSTEAD, LEAD THEM TO AN ADDICTION OF THEIR OWN GREATNESS

THE NATURE OF NATURE IS CHANGE...BECOME A NATURAL SUCCESS...
BY CHANGING YOURSELF YOU CAN CHANGE YOUR WORLD

YOU HAVE TAUGHT WELL IF TEN YEARS LATER YOUR STUDENTS
FORGOT WHO YOU ARE AND REMEMBER WHO THEY BECAME IN YOUR
CLASS

AUDIO VISUAL MATERIALS

The following is a list of suggested audiovisual resources. Some of these films are current, others are not. Some have a good racial or ethnic mix and again, some unfortunately do not, but because of their strong message, they are still recommended.

Sources:

Human Relations Media (HRM)
175 Tompkins Avenue
Pleasantville, New York 10570
Toll Free 1-800-431-2050

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, Illinois 60035
Toll Free 1-800-323-9084

Intermedia
1600 Dexter Avenue, N.
Seattle, Washington 98109
Toll Free 1-880-553-8336

New Day Films
22 Riverview Drive
Wayne, New Jersey, 07470-3191
(201)633-0212 or 628-9111

New Dimension Films
85895 Lorane Highway
Eugene, Oregon 97405
(503) 484-7125

Sunburst Communications
39 Washington Avenue
PO BOX 40
Pleasantville, NY 10570-0040
Toll Free 1-800-431-1934

SELF ESTEEM

Overcoming Inferiority (2 parts) HRM
Anger, The Turbulent Emotion (2 parts), HRM
Yes! You Can Be A Winner, 39-minutes video, Sunburst Communications
Thinking About Feelings, (2 parts), HRM
Masks, How We Hide Our Emotions, (2 parts), HRM
Achievement Skills: Reaching Your Potential (2 parts) HRM
Building Self-Confidence, 38-minute video, Sunburst Communications, HRM
Becoming Responsible (2 parts) HRM
Depression: Recognizing It, Treating It (3 parts) HRM
Fighting Back: Teenage Depression, 44-minute viddeo, Sunburst Communications
Teenagers, Stress, and How to Cope, 37-minute video, Sunburst Communications
Beating the Blues, Filmstrip 10 minutes, Perennial
Fragile Time, 30 minutes VHS, Intermedia
Adolescent Suicide: A Matter of Life and Death; (For Teachers) 16mm, 39 minutes, HRM
Running My Way, 16mm or video, 27 minutes, Children's Home Society of California
A Desperate Exit, video, 48 minutes, Intermedia
When Things Get Tough: Teens Cope with Crisis, 38-minute video, Sunburst Comm.
Davids Story: A Teen Suicide, 28-minute video, Sunburst Communications
Teenagers, Stress, and How to Cope, 37-minute video, Sunburst Communications

COMMUNICATION

Listening Skills: The Art of Active Listening (3 parts) HRM
Developing Social Skills: Learning Conversational Techniques, Filmstrip,4 parts, HRM
Communication: The Person-to-Person Skill, 37-minute video, Sunburst Communications
Be Your Best Self: Assertiveness Training; 29-minute video, Sunburst Communications

ANGER AND CONFLICT

The Tough Decisions: How to Make Them, 31-minute video, Sunburst Communications
Teen-Parent Conflict: Making Things Better, 30-minute video, Sunburst Communications
Conflict Resolution, 26-minute video, Sunburst Communications

GENDER AND SEX ROLES

Menopause: Myths and Realities, 16mm or video, 22 minutes, Perennial
Men's Lives, 16mm or video, 43 minutes, New Day Films
Heroes and Strangers, 16mm or video, 29 minutes, New Day Film
Growing Up Female, l6mm or video, 50 minutes, New Day Films
Anything You Want To Be, 16mm, 8 minutes New Day Films

SELECTING A PARTNER

Mate Selection: Making the Best Choice, Filmstrip, 2 parts, l3 minutes each, HRM

MARRIAGE

Marriage, 16mm or video, 17 minutes, Perennial

TO BE OR NOT TO BE...PARENTS

Together Alone, l6mm or video, 30 minutes, Perennial
You're Eating for Two, l6mm or video, l9 minutes, Perennial
Emotional Aspects of Pregnancy, l6mm or , 23 minutes, Perennial
A Baby Is Born, l6mm or video, 23 minutes, Perennial
Labor of Love: Childbirth without Violence, l6mm or video, 27 minutes, Perennial
Birth of a Family, l6mm or video, 24 minutes, Perennial
I'm Not Ready for This, video, 18 minutes, U.S. West Communications Film

WHEN BABY MAKES THREE

Nursing: A Family Affair, l6mm or video, 28 minutes, Perennial
The Bond of Breastfeeding, l6mm or video, 20 minutes, Perennial
Post Partum Depression, l6mm or video, 28 minutes, Perennial

DUAL INCOME MARRIAGES

From Pregnant Worker to Working Mother, 16mm or video, 22 minutes, Perennial
Child Care Choices, 16mm or video, 14 minutes, Perennial
Alone at Home, 16mm, 16 minutes, Alfred Higgins Productions, Inc 9100 Sunset Blvd., Los Angeles, CA 90069
Children and Working Parents, video, 26 minutes, The Education Center of Shepard Pratt, P.O. Box 6815, Baltimore Md. 21204

SEXUALITY

Saying "No": A Few Words to Young Women About Sex; 17-minute video Perennial
Working It Out, Filmstrip, 15 minutes, Perennial
Teenage Sex: Resisting the Pressure, 30-minute video, Sunburst Communications
Choosing to Wait: Sex and Teenagers, 34-minute video, Sunburst Communications
Are You Ready for Sex, 16mm or video, 28 minutes, Perennial
Growing Up Young, 16mm or video, 22 minutes, Perennial
The Birth Control Movie, 16mm or video, 24 minutes, Perennial
Condom Sense, 25-minute video or 16mm , Perennial
Are We Going To The Movies?, 16 minutes, McGraw Hill Films
Teenage Pregnancy and Prevention, (3 parts), HRM
Four Pregnant Teenagers: Four Different Decisions, 26-minute video, Sunburst Comm.
Sexually Transmitted Diseases: What You Should Know, 26-minute video, Sunburst
Teenage Father, 38-minute video, Sunburst Communications
If You Want to Dance...., 16mm, 14 minutes, New Dimension Films
He's No Hero (Male Responsibility Video), 18-minute, Intermedia
Know How, 20-minutes video, Intermedia
Date Rape, 48-minutes video, Intermedia
Dating, Sex and Trouble: Acquaintance Rape, 24-minute video, Sunburst Comm.
It Only Takes Once, 18-minute video, Intermedia
Smart Talk, video, 13-minute, Intermedia
Facing Aids: Teens Ask A Young Man What It's Like , 23-minute video
Just Like Us: AIDS Prevention, 25-minute video, Sunburst Communications
Don't Get It! Teenagers and AIDS 23-minute video, Sunburst Communications

ALTERNATIVE LIFESTYLES

Cults, Charisma and Mind Control, 3 Part, HRM

DRUG EDUCATION

Cocaine/Crack: A Teenager's Story 28-minute video, Sunburst Comm.
Addiction: The Problems, The Solutions, 31-minute video Sunburst Communications
Hooked? Not Me!, 41-minute video, Sunburst Communications
Real People: Meet A Teenage Drug Addict, 24-minute video, Sunburst Communications
Alcohol: Facts, Myths and Decisions, 22-minute video, Sunburst Communications
Real People: Children of Alcoholics, 30-minute video, Sunburst Communications

RESOURCE MATERIAL

For Posters write to:

1. Celestial Arts
P.O. Box 7327
Berkeley, California 94707

2. Children's Defense Fund
122 C. Street, NW
Washington, DC 20001

Pamphlets, newsletters and books on self-esteem, sexuality, child abuse, etc:

1. Child Welfare League of America (CWLA)
Books, Pamphlets, , etc.
440 First Avenue, NW
Washington, DC 20001

2. Public Affairs Pamphlets
381 Park Avenue South
New York, New York l00l6
(212) 736-4161

3. MARCO PRODUCTS
1443 Old York Road
Warminster, PA 18974

4. Center For Populations Options (CPO)
Curriculum (Sexuality, Employment,
Teen Pregnancy, AIDS, etc.)
1012 14th Street, NW, Suite 1200
Washington, DC 20005
(202) 347-5700

5. NOAPP - Newsletters
National Organization on Adolescent
Pregnancy and Parenting
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

6. National Mental Health Assoc.
1021 Prince Street
Alexandria, Virginia 22314
(703) 684-7722

7. Marvin Melnyk Assoc.Ltd.
PO Box 545
Lewiston, NY 14092-0545

8. Children's Defense Fund
Adolescent Pregnancy
Clearinghouse
Posters, Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

9. Turning Point
Books/Tapes
Seminars/Trainings
Box 2551
Del Mar, CA 92014
(619) 755-6670

10. Performance Resource Press
Student Assistance Prog. Mat.
1863 Technology Drive, #200
Troy, Michigan 48063
1-800-453-7733

SUGGESTED SONG LIST

Self-Esteem

"Greatest Love of All", W. Houston
"We Are The World", USA For Africa
"I'm Special", Pat Benatar
"I'm Coming Out", Diana Ross
"Respect Yourself", Staples Singers
"Respect Yourself", Staple Singers
"The Great Pretender", The Platters
"Here Comes The Sun", Beatles
"Reach Out And Touch", Diana Ross
"You're Only Human", Billy Joel

What It Means to Be A Woman

"I Am Woman", Helen Reddy
"I've Been to Paradise But I've Never Been to Me", Judy Collins
"It's My Turn", Donna Ross

Friendship

"Lean On Me", Bill Withers
"Friendship Train", Gladys Knight & the Pips
"That's What Friends Are For", Dionne Warwick, Gladys Knight, Stevie Wonder, Elton John
"You've Got A Friend", James Taylor

Love

"Love Is In the Air",
"Let Your Love Flow", Joan Baez
"Endless Love", L. Richie & D. Ross
"There's More to Love, I Know", Roberta Flax
""Love Look At the Two of Us" , The Carpenters
"What the World Needs Now", Jackie DeShannon
"Where Is The Love", R. Flax & D. Hathaway
"There Is Love" (The Wedding Song), Paul Stookey
"I Just Called To Say I Love You", Stevie Wonder
"If We Only Have Love", Johnny Mathis
"Just Put Some Love In Your Heart", Lionel Ritchie
"Where Is Love", Georgia Brown
"A Love Song", Loggins &Messina
"Unconditional Love", Donna Summer

Dating

"How Do You Mend A Broken Heart", The Bee Gees
"Breaking Up Is Hard To Do", Neil Sedaka

Selecting a Partner

"I Love You Just the Way You Are", Billy Joel
"We Had the Right Love At the Wrong Time", Barry Manilow
"You Light Up My Life", Debbie Boone
"The Way of Love", Cher

LIFE SKILLS WORKSHOPS AND STAFF-DEVELOPMENT

PATRICIA KRAMER, nationally recognized lecturer, trainer and author, is president of Equal **Partners: The Self-Esteem Institute,** an educational consulting firm that has been conducting nationwide training programs for schools, social services agencies and national organizations for the past nine years. Ms. Kramer has been a guest on national radio and television shows and been featured in many educational and national publications. She also has been a featured speaker at many national educational conferences. Pat is the creator of the innovative curriculum/program **"The Dynamics of Relationships: A Guide to Developing Self-Esteem and Social Skills"**—designed to take a preventive approach to crisis issues—which is used extensively in schools, hospitals, treatment centers, youth programs throughout North America. She has also written the **"Discovering"** series—a 4-book series on self-esteem for high-interest and low-level students. She has also received The Golden Apple Award "*for making an outstanding contribution toward the development and furtherance of Self-Esteem*" by the Foundation for Self-Esteem. In-service or staff-development can be tailored to the needs and requirements of schools and organizations and can be scheduled from half-day workshops to 45-hour training. Participants may also receive graduate credits. **For further information contact: EQUAL PARTNERS: The Self-Esteem Institute, 14526 Banquo Terrace, Silver Spring, MD. 20906 (301) 438-0082; 1-800-438-0081**

KEYNOTE PRESENTATION

A dynamic presentation of the "Big" picture—where we've been and where we're going. A look at the major crises issues of the 90's; **substance abuse, teen suicide, teen pregnancy, drop-out, violence.** This workshop will explore what the real problems of youth are and what participants can do to prevent them.

FOR THE SAKE OF OUR KIDS: PROFESSIONAL STAFF-DEVELOPMENT

Teachers, Mental Health Professionals, Counselors, Clergy, etc.

A series of training sessions to prepare professionals to deal more effectively with the myriad of social issues and problems confronting youth and families. Some of the topics participants will learn:

* **Powerful new strategies to help build and maintain self-esteem in youth;**
* **Techniques to empower young people to be able to deal with peer and social pressure;**
* **Ways to create a nurturing and positive learning environment, and improve student/teacher rapport;**
* **Successful prevention and intervention strategies for working with at-risk youth and changing problem behavior;**
* **How to teach students alternatives and options to acting out in destructive ways;**
* **How to deal more sensitively with the complex problems with which students are confronted ;**
* **How to model and teach effective communication, coping and conflict-resolution skills; and**

Have a one-day mini-workshop to a 45-hour staff-development presented at your school or facility. Staff will leave with a renewed energy and a stronger commitment to the youth with whom they interact.

45-Hour Training for "THE DYNAMICS OF RELATIONSHIPS"

A specifically designed 45-hour workshop to introduce, familiarize, desensitize and teach the basic skills and concepts of **"The Dynamics of Relationships"** program. Each day will be devoted to learning specific skills, exercises and activities related to various topics in the text. It is primarily experiential and participation of class members is encouraged. This workshop will enable the participant to comfortably teach or implement the course.

PARENT PROGRAMS

This workshop explores how parents can become more loving and more effective parents. Parents will learn how they can help their children: 1) build self-esteem; 2) communicate more effectively; and 3) deal with conflict and anger in constructive ways.

--- *Tear Here* ---

___ ***I am interested in talking with you further about your workshops. Please contact me .***

Name: ________________________ ***School/Organization:*** _________________________

Address: ____

City: ________________________ ***State:*** ____________________ ***Zip:*** ______________

Phone#:(   ) __________ ***Date:*** __________ ***Where did you get this flyer?*** ____________

EQUAL PARTNERS: The Self-Esteem Institute

14526 Banquo Terrace, Silver Spring, MD. 20906 (301) 438-0082; 1-800-438-0081

EQUAL PARTNERS
The Self-Esteem Institute

***EQUAL PARTNERS*, publishers of the popular texts,"THE DYNAMICS OF RELATIONSHIPS" is now also distributing a selection of books and tapes that will contribute further to your helping young people look toward the future with hope and optimism.**

THE DYNAMICS OF RELATIONSHIPS by Patricia Kramer. This series takes a preventive approach to combating crises by teaching young people how to build and maintain self-esteem, effective communication coping and decision-making skills. These are hands-on, how-to manuals that speak directly to kids. A myriad of other important and timely issues are addressed. (e.g. teen pregnancy, suicide, AIDS, gangs, date rape, jealousy, dating, love, marriage, etc.) The teen series (grades 8-12) contains a two-part teacher and a two-part student manual. (Book 2 contains sensitive topics such as sexuality, homosexuality, etc.) The preteen series (grades K-7) also contains a teachers manual (K-7) and a student manual (grades 4-7). Both books include anecdotes, cartoons, and activities. (See form on back to get information on Pat Kramer's powerful staff-development and training programs.) A SPANISH VERSION OF THE PRETEEN BOOK WILL BE AVAILABLE DECEMBER '94.

DISCOVERING SELF-EXPRESSION AND COMMUNICATION by Patricia Kramer. This high-interest, low-level reading (5th-6th grade) multi-culturally illustrated book for teens and preteens is designed for at-risk, special education and alternative school students. It helps young people to explore the communication process, listening skills and effective ways of expressing feelings and ideas. It can be used at the secondary or elementary/middle school level.

IF I DON'T LOVE ME WHO WILL? an audio cassette by Patricia Kramer. Hear Patricia speak live at the 1993 American Home Economics Conference. She shares her urgent message about the "real" problems of youth and how we can truly prevent the dysfunction affecting young people and their families. She offers solutions—not just another crisis-intervention approach.

GETTING TO KNOW ME and PROUD TO BE ME by Karen Gilpin. ***Getting To Know Me*** (ages 3-9) and ***Proud To Be Me*** ages (5-10) are designed to help enhance the whole child by giving them a chance to learn and to practice decision-making skills and accountability, build self-esteem and develop mastery reading skills and can be used by parents, teachers, and all those working with young people. The multi-culturally illustrated stories are realistic and deal with common situations that children face growing up. Each read-along story includes a preface explaining the story concept and ends with a strong moral message. **Getting to Know Me** has an optional activity package available. Activities are included in **Proud To Be Me**.

SELF-ESTEEM IN THE CLASSROOM: A CURRICULUM GUIDE, by Jack Canfield (K-16) 379 pages containing over 200 classroom activities for all grade level in a useful loose leaf binder.

QUICK AND EASY SELF-ESTEEM BUILDERS by Bertie Ryan Synowiec. 20-pages of "quick and easy" self-esteem building ideas, strategies and activities.

DOES ANYONE HEAR OUR CRIES FOR HELP? by Bertie Ryan Synowiec. Action Strategies For Those At-Risk teaches coping skills that allow you to know the difference between healthy and unhealthy behavior and offers techniques to help others let go of destructive patterns and negative cycles.

LIVING With LOSS by Jill Reithmayer. This complete curriculum guide is designed to teach and assist kids or adults dealing with loss. It addresses the five stages of grieving and the reaction to loss. Activities, worksheets, overhead transparencies sheets are included.

GROUP EXERCISES THAT WORK FOR KIDS & ADULT CHILDREN by Jill Reithmayer. This book of 46 guided group activities is designed to lead groups of any age through self and group exploration. Topics such as self-esteem, trust, relationships and family are some of the issues addressed. It is playfully and warmly illustrated by kids. Perfect for counselors, therapists or classroom activities.

PAYMENT or PURCHASE ORDER MUST ACCOMPANY ORDER!!

(PRICES SUBJECT TO CHANGE WITHOUT PRIOR NOTICE - ALLOW 2-4 WEEKS FOR DELIVERY)

_____ The Dynamics of Relationships Teacher's Manual (Teen) Book 1 @ 30.95 $______
_____ The Dynamics of Relationships Teacher's Manual (Teen) Book 2 @ 8.95 $______
_____ The Dynamics of Relationships Teacher's Manual (Teen) Book 1 & 2 @ 35.95 $______
_____ The Dynamics of Relationships Student's Manual Book 1 (Teen) @ $18.95 $______
_____ The Dynamics of Relationships Student's Manual Book 2 (Teen) @ $ 7.95 $______
_____ The Dynamics of Relationships Book 1 and 2 (Teen) @ $20.95 $______
_____ The Dynamics of Relationships Teacher's Manual (Preteen) @$17.95 $______
_____ The Dynamics of Relationships Student's Manual (Preteen) @ $13.95 $______
_____ The Dynamics of Relationships Teacher's Manual/Spanish (Preteen) @ $17.95 $______
_____ The Dynamics of Relationships Student's Manual/Spanish (Preteen) @ $13.95 $______
_____ Discovering Self-Expression And Communication @ $14.95 $______
_____ If I Don't Love Me Who Will? audio cassette @ $ 8.95 $______
_____ Getting To Know Me @ $9.95 ; ____ Separate Activity Package @ $3.95 $______
_____ Proud To Be Me @ $13.95 (Activity Package Included) $______
_____ Getting To Know Me/Activity Package, and Proud To Be Me @ $24.95 $______
_____ Self-Esteem In The Classroom: A Curriculum Guide @$65.00 $______
_____ Quick And Easy Self-Esteem Building @ $10.00 $______
_____ Does Anyone Hear Our Cries For Help? @ $15.00 $______
_____ Group Exercises That Work For Kids & Adult Children @ $30.00 $______
_____ Living With Loss @ $30.00 $______
SUB TOTAL: $______
POSTAGE & HANDLING 17% ($2.50 minimum);Canada 20% $______
25% on foreign orders $______
TOTAL: $______

_____ Please send more information on "THE DYNAMICS OF RELATIONSHIPS" program.
_____ I am interested in talking with you further about your Staff-Development Workshops.

NAME:______________________________ TITLE: ______________________
ORGANIZATION/SCHOOL ____
ADDRESS: ____
CITY:____________________ STATE:______________ ZIP:______________
PHONE #( )___________DATE:___________WHERE DID YOU GET THIS FLYER?__________________

MAIL TO: EQUAL PARTNERS: The Self-Esteem Institute
14526 Banquo Terrace, Silver Spring, MD. 20906
or call: (301) 438-0082 * 1(800)438-0081 * FAX (301) 438-0083

FREE 30-DAY EXAMINATION

IF YOU DECIDE THE BOOKS DO NOT MEET YOUR NEEDS,
SIMPLY RETURN THEM FOR A FULL AND PROMPT REFUND

EQUAL PARTNERS
The Self-Esteem Institute

***EQUAL PARTNERS*, publishers of the popular texts, "THE DYNAMICS OF RELATIONSHIPS" is now also distributing a selection of books and tapes that will contribute further to your helping young people look toward the future with hope and optimism.**

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ABOUT THE AUTHOR

Patricia Kramer, nationally recognized lecturer, trainer and author of **"The Dynamic of Relationships"**, is president of Equal Partners: The Self-Esteem Institute, an educational consulting firm that conducts nationwide training programs, staff development, and workshops for schools, social service agencies and national organizations.

She also has been a featured speaker at many national educational conferences. Ms. Kramer developed a training program for the National Educational Association (NEA) to enhance teacher effectiveness and build self-esteem in African American students. In 1991, she completed the **DISCOVERING** series, a 4-part high-interest, low-level social skills program. Ms. Kramer has been a guest on national radio (Larry King Show) and television and been featured in many educational magazines and other national publications. She has also received The Golden Apple Award from The Foundation for Self-Esteem "for making an outstanding contribution toward the development and furtherance of self-esteem" and was recognized by the District of Columbia Association of Counseling and Development for outstanding "Program Development."

Ms. Kramer believes that children can't learn or live productive lives if they're hurt, angry, and lacking the confidence and coping skills to handle the complexities of day to day life. The key to unlocking their potential is ***Self-Esteem.*** When children feel good about themselves, they do not act out in destructive ways. It is our responsibility as youth-related professionals to do what we can to help them feel good about themselves.

WHAT THEY'RE SAYING ABOUT "THE DYNAMICS OF RELATIONSHIPS"

"Dynamics of Relationships" has more information, wisdom and practical ideas for helping young people between its covers than I've ever seen anywhere. It is an entire encyclopedia in one volume."

- Jack Canfield, co-author "101 Ways to Enhance Self-Concept"

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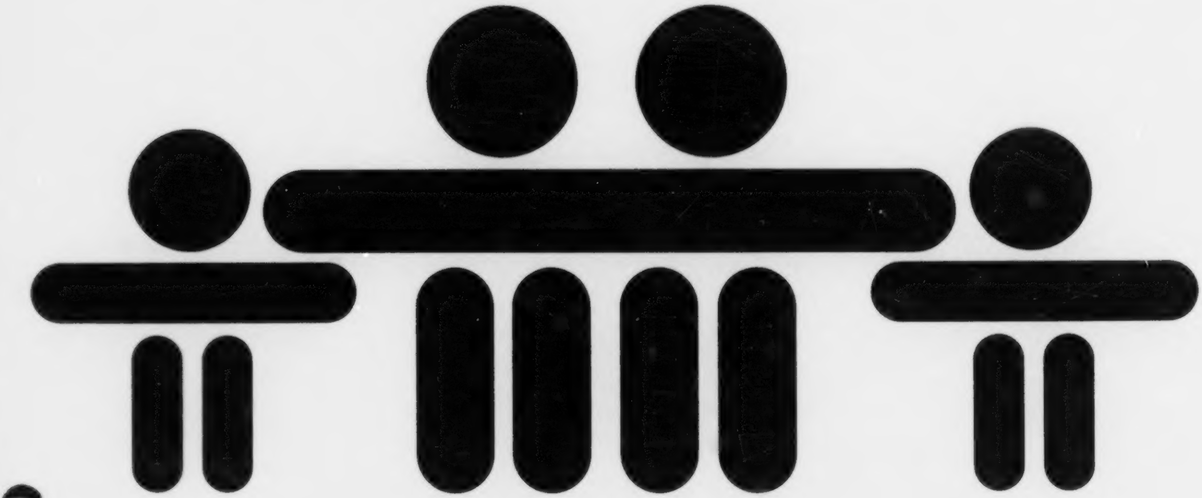
The Dynamics of Relationships

A Guide for Developing Self-Esteem and Coping Skills for Teens and Young Adults



by Patricia Kramer

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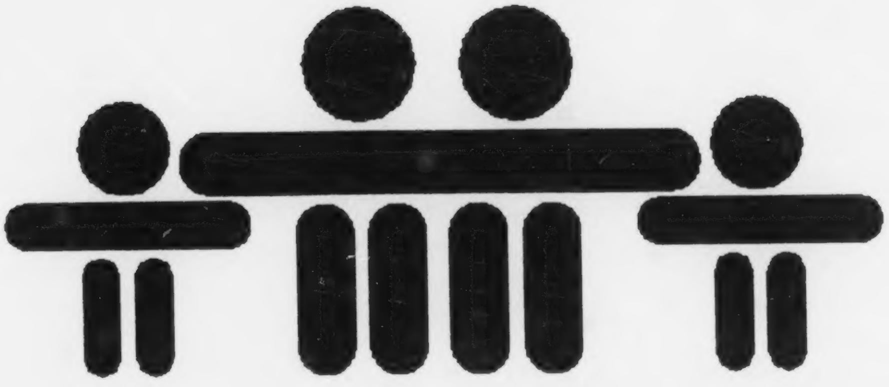
TEACHER MANUAL BOOK 2

The Dynamics of Relationships



A GUIDE FOR DEVELOPING SELF-ESTEEM AND COPING SKILLS FOR TEENS AND YOUNG ADULTS

@ 1994; ISBN #929577000-1

CREATED BY PATRICIA KRAMER

Edited by Fyllis Hockman
Cover by Steven Kricun

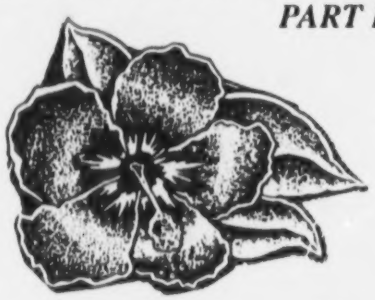
It is intended that the use of this book not discriminate against anyone on the basis of race, color, national origin, age, religion, marital status, sex, sexual orientation, or disability

WHY CANT EVERYONE BE NICER TO EACH OTHER? AFTER ALL.... WE'RE ALL WE'VE GOT!!

TEACHER MANUAL BOOK 2

= EQUAL PARTNERS 14526 Banquo Terrace, Silver Spring, Maryland 20906
(301) 438-0082 FAX (301) 438-0083; 1-800-438-0081

TO MY MOTHER WHO DIED ON JANUARY 9, 1989. I AM SORRY THAT I COULD NOT TAKE AWAY YOUR SADNESS OR YOUR PAIN. IN YOUR MEMORY I DEDICATE MY LIFE TO HELPING OTHERS SO THAT THEY MAY ENJOY AND TAKE PART IN ALL THAT IS BEAUTIFUL AND GOOD IN THIS WORLD.



YOUR LOVING DAUGHTER

IN MEMORY OF TOM HELD

This book is dedicated to the memory of Tom Held who died on July 7, 1987. Tom taught one of the first pilot classes of "THE DYNAMICS OF RELATIONSHIPS" at Anacostia High School in Washington, D.C. in 1985. He was strongly committed to helping young people and cared deeply about his students, as he did his own two daughters, Susan and Toby. Tom and I became good friends and I will miss him. Before he died, his fourteen year old niece, Jill, wrote these words of love to him.

DEDICATED TO MY UNCLE TOM,

"LOVE IS THE DEEPEST OF WORDS ONLY USED TO EXPRESS SPECIAL FEELINGS AND NOT TO BE TOSSED ABOUT CARELESSLY.
FOR IF USED IN SUCH A WAY, THEN IT GROWS TO BE MEANINGLESS.
LOVE IS AN INVISIBLE BOND, AND IF WASTED, THEN THAT BOND IS BROKEN.
AND LOVE IS SO SPECIAL THAT WE CAN'T AFFORD TO WASTE IT.
LOVE IS A SPECIAL EXPRESSION FROM DEEP INSIDE THE HEART THAT SHOWS GREAT ADMIRATION, GRATITUDE, AFFECTION, UNDERSTANDING SENSITIVITY, AND, MOST OF ALL, A UNIQUE WARMTH THAT IS FELT ONLY BETWEEN VERY SPECIAL PEOPLE.
IN TIMES OF SICKNESS OR HEALTH, WEALTHY OR POOR, MY LOVE FOR YOU WILL MAKE STRONG OUR INVISIBLE BOND.
FOR THE HEALTHIEST ARE THOSE WHO HAVE THE STRENGTH IN THEIR HEART TO LOVE, AND THE WEALTHIEST ARE THOSE WHO HAVE MORE LOVE TO SHARE THAN MONEY TO SPEND.
AND ALL THIS MAKES STRONG OUR INVISIBLE BOND OF LOVE, OURS, YOU AND I."

Love Always,

Jill

ACKNOWLEDGMENTS

I wish to acknowledge and thank the many people who have supported me emotionally, financially and physically in this endeavor. The real list would probably be too long to fit on this page, so I will limit it to the wonderful few who have been or were involved with me in this project from the very beginning.

First, I must acknowledge those authors and cartoonists whose material I may have referred to or quoted whom I have not been able to find to get their permission. And a special thanks to "Skippy" for his wonderful artwork and for helping me out when I was in such a tight bind while preparing the 1994 edition. Another special thanks to Mell Lazarus (thanks for all your time and assistance), Lynn Johnston, Greg Evans, Doug Marlette, Goddard Sherman, Bill Holbrook, and Bill Rechin for giving me their personal permission to use their great cartoons. Their work helps us look at serious issues in a lighthearted way.

I particularly want to thank Rowan Wakefield, Sr. Editor of American Family, and David Hackett of Youth Policy Institute who believed in my goals and allowed me to affiliate with their organizations. I want to acknowledge those experts in the field who either invited me to join their training seminars or gave me some personal attention so that I might benefit from their expertise. There are a few friends who helped by giving me their continued friendship, undying support and encouragement; Linda Bernhardt, Kitt Steinberg, Sue Lombardo and Eve Pokornicky. I want to thank Sharon Kopstein, Lisa Gibson and Blanche McQuade who graciously offered their assistance when this was just a pipe dream. I'd also like to acknowledge Bill Pratt who lent me his very own personal computer on the very day we met and to the two young high school students who typed this difficult manuscript. Theresa Whitt and Letitia Wright deciphered my illegible notes and put up with my moods which—to say the least—were difficult. They helped me gain insight into a seventeen year old's mind. I'm grateful to Lisa Etienne who came to my rescue and helped me finish formatting the new 1990 version in three days time. And finally to Stella Papanastasiou for her help through a difficult year.

We all need to thank Fyllis (*with an F*) Hockman for the incredible job she did of taking an already great book (no modesty here) and making it read even better. She toiled long and hard to help me present the '90 edition.

I would also like to acknowledge a number of Washington foundations who believed in this program and also a special friend for his financial contribution. The foundations are the Lucas-Spindletop Foundation, The Corina Higginson Trust, The Junior League of Washington, The National Bank of Washington, The Dreyfuss Foundation, and the Eugene and Agnes E. Meyer Foundation. I would also like to acknowledge Emma King, Supervisor of Home Economics and Delores Burnett for their role in piloting this program in Washington, DC schools in 1984 and teachers Ozetta Bozeman, Tom Held (who died of AIDS in 1987), Leroy Swain, Steve Powell and Bruce Pendleton who have kept the program alive, and truly made a difference.

And finally, I would like to say thank you to my parents who never really understood my decision to take three years of my life—without any income—to write this program, but who stood by me anyhow. And to my mother who died on January 9, 1989 who will continue to stand by me forever, I dedicate this book and my life.

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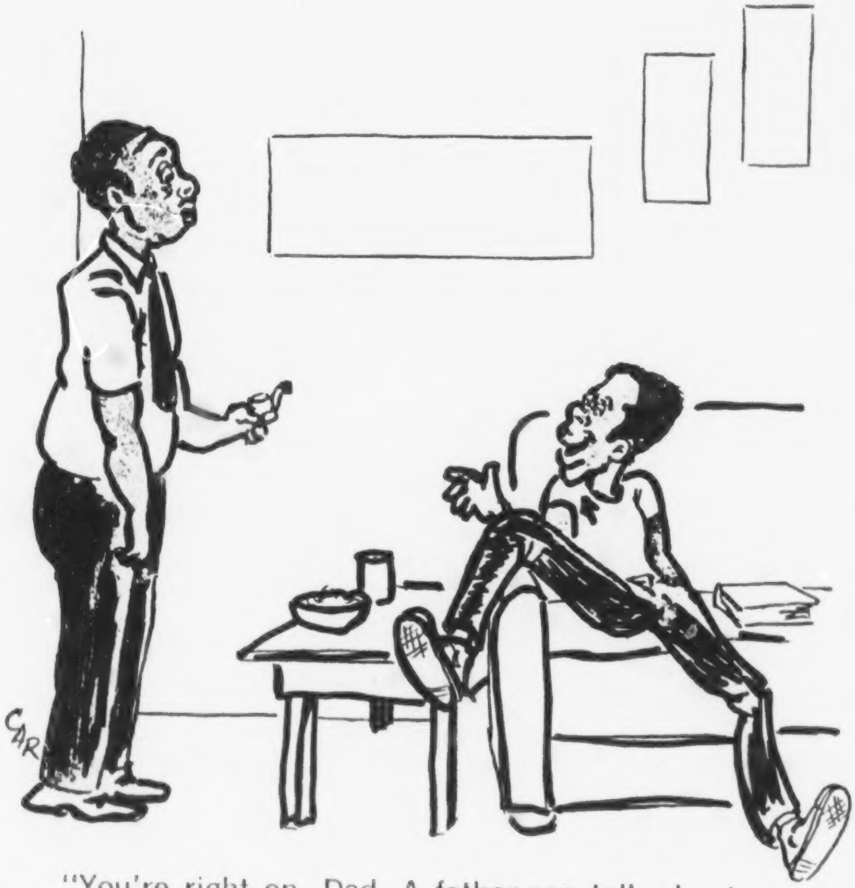
INTRODUCTION

Welcome to Book Two of **"The Dynamics of Relationships: A Guide For Developing Self-Esteem and Coping Skills."** AIDS is now threatening our youth in astronomical numbers. Teen pregnancy continues to be a major problem for all of our society. Everyone would probably like teenagers to abstain from sex. It would make life so much easier for them and for all of us. The battle is on as to whether we should be teaching abstinence only over a broader approach that gives young people all the information they need to make wise decisions and trusts they will when given sufficient and adequate information

This program was developed to help you better handle the rocky road we call "life." It is simply about relationships and that's what life is—one long and continuous relationship with parents, friends, spouses or significant others, children, peers, employers, etc. We hope that you will use all the material as a guide along this difficult, sometimes frightening, often rewarding and always exciting path. The material in this text will deal with sensitive, but vitally important issues and topics. Some of them may cause you to experience both internal and external conflict and confusion—or you may be personally struggling with how to handle some of these issues right now. The issue of sexuality is probably one of the most important, as well as conflicting parts of a young person's life. Teen years are difficult ones. Who you are as a sexual being and how you act out your sexuality is an essential part of your personality. During teenage years, you will begin to discover many new feelings—both emotional and physical. Finding your place socially and sexually may be your major goal at this time and it will be a difficult one. If you are not prepared for or do not understand these new feelings, you may find yourself scared and confused. This book is offered to help you cope with and enjoy a potentially stressful time in your life.

As you are growing up, you will be exposed to people who think and live differently than you and your family. Though you may not always understand or agree with some of those people, the fact that they are allowed to think and live differently is part of what makes this country so great. You have the right to choose and the freedom to express yourself and be who and what you are without fear of punishment or loss of that freedom. These chapters were written to help you make those same decisions—maturely and most of all successfully while also developing a tolerance for those who choose to live or act differently than they do. To do that you need as much information as possible. There are those who would withhold this information from you out because out of their love for you, they want to protect you. In reality of fear or ignorance. But I believe that young people deserve to be fully informed with truthful and accurate information. It is the opinion of this author that the more knowledge young people have and the deeper understanding they have of life and its complexities—the better they will be able to choose what's right and wrong for themselves. It is their life and no one else can live it for them. We can attempt to guide them and help them to develop values that are not only decent and moral, but productive, comfortable and appropriate for them as well.

Read these pages openly and without judging. Share them with the idea that young people will, ultimately, follow the standards and values instilled in them by their parents, church or synagogue, teachers or any others who have been a positive influence in their lives.



"You're right on, Dad. A father-son talk about sex is a great idea. What do you want to know?"

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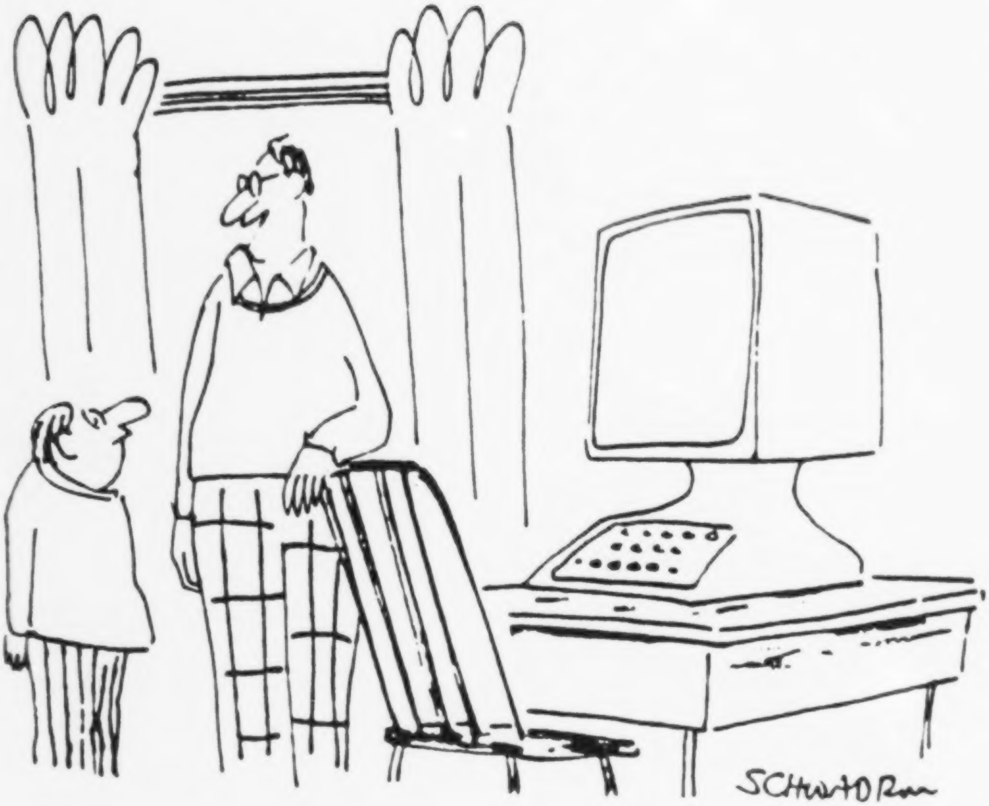

"It's time you learned the facts of life, son. Sit down and let the computer tell you about them."

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SEXUALITY

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Describe how childhood sexual abuse and early negative sexual messages can effect future sexual identity.
- Identify some common expectations society has about male and female response to sexuality.
- Explain what is meant by normal or abnormal sexual behavior.
- Identify some of the sexual messages that are sent by the media, society and parents.
- Describe typical sex problems or dysfunctions.
- Identify the 7 Deadly Sins of immoral sex.
- Identify reasons some teens say NO to sex.
- Identify and describe the use of at least three different birth control methods.
- Explain the consequences of not using contraceptives.
- Identify the most serious sexual transmitted diseases and their symptoms.
- Understand AIDS, its consequences and how to respond to those with the disease
- Describe the consequences of teenage pregnancy.
- Identify and explain the alternatives a teenage girl has if she is pregnant.
- Identify all the people who suffer the consequences of teen pregnancy.

I Know I'm

SOMEBODY . . .

'cause GOD don't

make no JUNK!

SEXUALITY

WHAT IS SEXUALITY

...Pertaining to or characteristic of sex, the sexes, or the organs or functions of sex. That's the dictionary's definition. But that's not what we're going to address here. We're going to talk about the kind of sexuality that makes you who you are as a person first and a sexual being second. You are always a sexual being, it is part of you. But it is only a small part and you cannot separate it. Your personality, your appearance, your behavior are all a part of it. If you are a person of dignity, with strong values who shows respect and earns respect from others than that is part of your sexuality. And only you can define your own sexuality. Let's explore what it means to you.

SEX...WHEN AND WITH WHOM

Taking responsibility for your own sexuality and your own sexual decisions is a heavy burden, but no one can do it for you. You must think about the consequences and then decide which rules are right for you. If you ignore the rules or reject the values you have established or which have been established for you by those who love you and care about your welfare, you may suffer mental anguish as well as possible physical trauma. You may end up having very little self-esteem, a poor self-image and even the prospects of a very dismal future.

Young people today have sex earlier and more frequently than in previous years. According to the Sex Education Information Council of the United States, 1 out of 2 males and 1 out of 3 females between the ages of 15-17 have had sexual intercourse. Every day 7,742 teens become sexually active. **But not all teenagers are sexually active!** About one half of all teens in high school are **not** engaging in premarital sex, so some young people are choosing to **wait** until marriage or at least until they feel more confident about making a decision that may change the course of their lives. Why some have chosen to wait and so many others have plunged head on into an activity that until recently was considered an adult experience is a mystery. It is something that all parents and teenagers today are concerned about. This chapter will look at these issues and present statistical information and alternative choices. Ultimately, you as teenagers will have to make these decisions on your own.

CHILDHOOD MESSAGES

The messages that each of us receives as we are growing up are as different as the families that we grow up in—each with different cultural, ethnic or religious attachments. If your parents talked openly and positively about sexuality, then your sexual identities will probably emerge comfortably. If you were told that sex was ugly, wrong or indecent, then becoming comfortable with your own sexuality will probably be a struggle.

It is unfortunate that some people regard the sexual parts of their identity as evil—something to be repressed. Some people believe that any acting out of sexual feelings is wrong. There are parents who tell their children that masturbation is wrong and probably harmful. Their messages are strong. *"Don't touch your own body and don't ever let anyone else touch it either."* These kinds of messages can and usually do leave children with the feeling that something is bad or wrong with their bodies. As adults, these same children may find it difficult to enter into any sexual relation, whether married or not.

SEXUALLY ABUSIVE CHILDHOOD

We also know today that there are many people with distorted ideas and feelings about sexuality. Such people engage in sexual behavior that is either harmful to themselves or to their partner. People who force themselves sexually on others do not have healthy, well-developed sexual identities. We also know that any adult performing any sexual act with a minor child, with or without consent, is not only breaking the law, but may also be inflicting permanent physical and mental damage.

When a child is exposed to that kind of sexual behavior, particularly within the home with a close family member, it can be deeply harmful. Though the consequences may not seem apparent at the time, the severe emotional trauma causes a number of sexual problems which may not be revealed until early adulthood. Child molesters are generally people who were abused themselves as children. Unfortunately, this behavior continues to be passed on to the next generation of children, creating a vicious cycle. Many abused people—ashamed, embarrassed and hating the fact that they were abused—turn around and become abusers themselves.

The messages, verbal or non-verbal, that we receive during our early years greatly influence our sexuality as adults. Often when children are sexually abused, they feel as if they did something wrong or that it was their fault that they were abused. This is **TOTALLY UNTRUE**—it is always the adult person who is acting unacceptably. **It is ALWAYS the abuser who is at fault.** Unfortunately, the effect on a child's self-esteem as a result of this experience can be devastating.

If you have been involved in this kind of situation, you should try to talk with someone about it—a professional therapist, your clergyman, anyone you can trust and with whom you feel comfortable. If at all possible, you should try and talk with one or both parents, providing neither one of them was involved in the incidents. Many young people who have been sexually abused by one parent find it almost impossible to tell the other parent. They are afraid that they won't believe them and will punish them for making up such a *"terrible"* story. It is difficult for a parent to be confronted with the fact that his/her spouse has committed such an unacceptable and offensive act. Often a parent refuses to believe the incident entirely. After all, how could someone that he or she loved and trusted so much have done something so horrid? It is just not possible, they say to themselves. It is just too painful for them to consider —even though they want to help the child. If the situation is not stopped and dealt with on an emotional level, the chances of recovering from the trauma is made more difficult.

CULTURAL EXPECTATIONS OR THE OLD DOUBLE STANDARD

We also get messages from society that affect our sexual behavior. Yes, the double standard is alive and well—unfortunately. For those of you who do not know what is meant by a *"double standard,"* here is its definition in broad terms. Boys get messages that encourage them to look for sex. Be cool! Be macho! See how many girls you can get into bed. The locker room stories (most of which are made up to impress each other) encourage boys to pursue sexual conquests—not romantic attachments.

And the messages that girls get are loud and clear. *"Save yourself." "A man won't respect you if you go all the way." "Good girls don't!"* The result is that girls do place higher value on virginity than boys. One survey reported in *Sex And The American Teenager* showed that one-half of the girls wanted to be virgins when they married. The same survey showed that one-third of the boys wanted to marry a virgin.

The conflict is where do these boys find virgins to marry when they want to have sex with all of them before they get married? The arithmetic just doesn't work. Boys can't marry virgins, if there aren't any left. If girls believe that boys won't respect them if they do go all the way—but do so anyway—then it seems that the men they marry probably won't respect them either.

These attitudes result in a number of problems later on. Many men inexperienced with sex as an expression of love, find it difficult to express their love sexually to the women they finally marry. Women too are in conflict. If, on one hand, they used sex to get love, they may find it difficult to find men who will love and respect them. On the other hand, if they are accustomed to keeping men at a safe sexual distance, they may find it difficult to discard their inhibitions once they are free to be sexually expressive. The results can be a man and woman, married and even deeply in love, who are unable to enjoy one another on a sexual level.

THE SEXUAL REVOLUTION

The sexual revolution began in the 60's but it is only now that the consequences of so much sexual freedom has impacted our society. **The United States has gained an unfavorable reputation by having the highest rate of unmarried pregnant teenagers in the civilized, western world!** This is one area we have taken the lead in of which we are not proud. Over one million teenage girls between the ages of 15 and 19 become pregnant each year. Add to that figure approximately 30,000 girls under 15 who get pregnant annually.

These are pretty shocking numbers, especially when the results of these pregnancies are usually devastating—affecting not only the life of the pregnant teen, but also the father, the families of the teens and, most of all, the unborn child. Pregnancy is not the only negative result of these sexually free times. Engaging in sexual activity that is void of moral judgments, values and caring often can also have painful and serious after effects. And the possibility of sexually transmitted diseases are a very threatening reality.

TO BE OR NOT TO BE (SEXUALLY ACTIVE)

The messages in this decade from television, radio, music, rock groups, videos, movies, magazines and even billboards promote **SEX, SEX, SEX** like a blinking neon sign. Added to that is the availability of drugs and alcohol, which seemingly create a more *"romantic"* or sexual atmosphere.

Then there are the parents, religious leaders, and all those who understand the consequences of premature sexual activity who try to discourage teens from engaging in sexual intercourse. Some of these same people resist sex education in the schools for fear it will encourage sexual activity. Unfortunately, they themselves may be unprepared to teach their children ideas they aren't even comfortable talking about.

So where are teens getting their sex education today? In the *streets, movies, television, videos, in locker rooms, bathroom graffiti, pornography, or from those who are sexually active* —or at least boast and pretend they are.

The mixed messages are not only overwhelming but terribly confusing at a time when teens are fighting for control over their own emotions as well as their sexual urges.

Is sex good or is it bad?

Is sex for pleasure okay or isn't it?

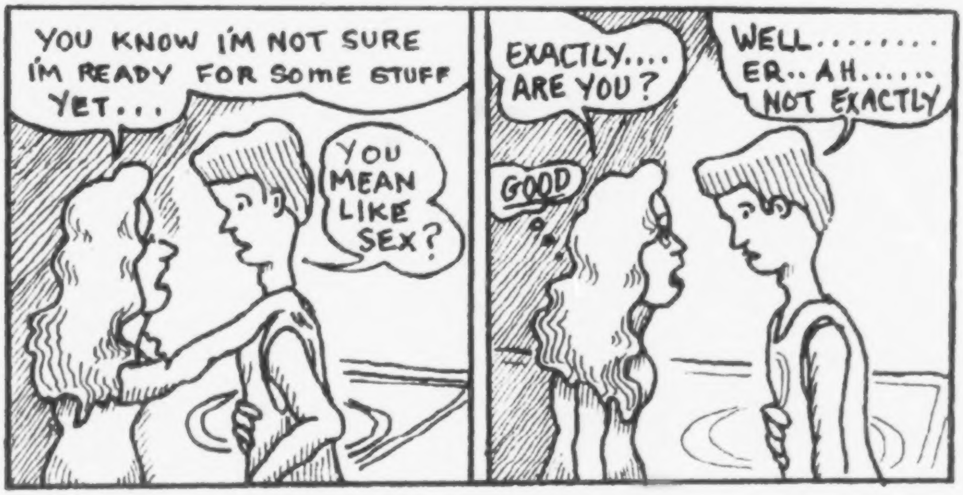
Should teens have the same sexual rights as adults?

If my divorced or unmarried parents are having sex, why can't I?

Should teens wait until marriage or at least wait until they reach maturity before having sex? ..Or is it okay at any age?

Should teens use birth control (condoms) and take away the excitement of the moment?

The dilemmas, the pressures and the decisions all weigh heavily on teenagers today. No wonder so many are struggling with and questioning their own sexuality and sexual decision-making.


YOU KNOW I'M NOT SURE I'M READY FOR SOME STUFF YET...
YOU MEAN LIKE SEX?
EXACTLY.... ARE YOU?
GOOD
WELL........ ER.. AH...... NOT EXACTLY

WHAT IS SEXUALITY?

What are responsible sexual decisions and how does one make them? It might be helpful to have a clearer understanding of what sexuality is and how your own sexuality has developed. In *Raising A Child Conservatively In A Sexually Permissive World*, noted sex educator, Dr. Sol Gordon explains the theory that many sexual thoughts and fantasies are normal and widely experienced, but become destructive when acted upon. I have adapted the following material from Dr. Gordon's book to help teens and their parents explore and evaluate their own sexual behavior, knowledge and feelings. Some people may find some of these notions controversial and may even take offense, but many teenagers, are in fact, dealing with these issues and it is important to help these teens come to grips with and better understand the many confusing sexual thoughts and feelings they may be experiencing.

The more information that is shared with young people, the wiser and more mature their decisions will be. If information and knowledge is withheld out of fear or ignorance then young people are left searching for answers on the streets or from others who may be expressing their own sexuality in destructive ways. Hopefully, those of you reading this will use this information based on the values instilled by your parents and will make the right decisions taking into account those values. This material is offered simply to present some factual information and some widely held beliefs for you to consider when making some of your decisions about your own sexuality.

1. "**Normal and abnormal.** Normal sexual behavior among adults is defined as voluntary, nonexploitive and consensual. Generally this behavior not only is pleasurable and guilt-free, but also enhances self-esteem. People tend to classify anything they don't approve of as abnormal, immature or immoral. Yet sexual behavior is abnormal only when it is compulsive (involuntary), exploitative, nonconsensual, guilt-ridden and rarely pleasurable. It generally lowers self-esteem. More often than not sexually abnormal behavior is a *"defense"* against feelings of depression or inferiority of which the person may not even be aware. Sometimes it is an act of violence, as in the case of rape. Provided sex is private, voluntary, enjoyable and does not seriously conflict with the participants' values, it doesn't matter how and where it takes place—nor does it matter who does what.
2. **Sexual orientation.** No sensible person need worry that heterosexuality as a primary lifestyle will disappear. ...A person's basic sexual orientation is probably determined by the age of five years. This is the position of most respected scholars in the field. Yet it also seems evident that one's sexuality is not rigidly fixed. People can go through stages of sexual preference at different times of their lives.
3. **All thoughts are normal.** *Sexual thoughts, wishes, dreams and daydreams are normal.* No matter how *'far out,'* they cannot, in themselves, hurt you. ....Almost anybody with some degree of imagination, from time to time, has torrid and even immoral sexual fantasies. That does not mean you are going to act them out. As a matter of fact, accepting one's 'unacceptable' thoughts as normal is the best way of keeping them under voluntary control. People who constantly repress their

fantasies or become preoccupied with them because of guilt are the ones most likely to be harmful to themselves and others.

There are two kinds of guilt: *mature and immature*. Mature guilt is a response to something you did wrong. It helps people organize themselves and allows them to respond more rationally to similar future situations. Mature guilt can help you feel better about yourself. Immature guilt, on the other hand, saps your energy; it disorganizes and overwnelms you. You can usually tell if your guilt is immature, if it is an overreaction either to something you did wrong or, more commonly, to something you just thought about. More often than not it is a way of expressing hostility toward yourself and it results in feelings of depression. Almost everyone at some time or other suffers from immature guilt.

Most people have sexual thoughts when they are masturbating, having sexual intercourse and at other, sometimes less convenient times. Almost all reasonably healthy people at times find their fantasies more exciting than reality. As long as the fantasies are not accompanied by guilt, it doesn't matter what they are.

4. **Sexual arousal.** Popular culture, especially the mass media, creates the notion that there are standard stimuli for getting aroused. Men, for example, are supposed to be aroused by the *"pretty girl"* selling automobiles or by Playboy's bunnies. That's all right except that men who aren't aroused by current fashions of beauty often feel compelled to fake it. The fact is that human beings are sexually aroused by an endless variety of stimuli! Not knowing that all forms of arousal are all right is what causes trouble. The problem is somewhat more acute with men only because they can't always hide obvious erections. If one can accept the arousal experience without guilt, no harm is done. A problem exists if you can get excited only or mainly by thoughts or acts which you or your partner find unacceptable or exploitative. ...Though many people are totally against pornography, for some people pornography seems to help contain their potentially dangerous sexual impulses, and many teenagers have a natural curiosity about it. Usually it represents a passing phase, but if pornography becomes their main understanding of sex it can become an obsession and have a terribly harmful effect. (Many people believe that most pornography is very demeaning to woman and portrays women in a negative fashion. They feel it promotes a lack of respect and often promotes violence toward women.)
5. **Women's liberation**. Some people have come to associate the women's liberation movement only with issues such as abortion on demand, day care and assertive behavior, but liberation is much more than this. Liberation means that you are attempting to discover yourself in a realistic rather than idealistic or culturally stereotyped manner, and then acting on your discoveries. Explaining these new feelings and actions is one of the most important bridges that men and women must build.
6. **Masturbation**. Nearly all professionals these days say that masturbation is all right. Then there is a pause—*"It's all right if you don't do it too much."* And nearly everyone is asking the question, *"How much is too much?"* Masturbation is a normal sexual expression for all people, no matter at what age or stage in life they happen to be—child, teenager, young adult, middle-aged, elderly, single or married. Masturbation causes no physical harm, no matter how frequently it is performed. Men need not worry that their sperm supply is affected, nor that they

are expending *"energy"* necessary for sports or other enterprises. A wet dream (nocturnal emission in males) and orgasm stimulated by dreams in women are as natural as any form of sexual expression. ....A lot of married people with satisfactory sex lives also masturbate. Some people masturbate hardly at all or not at all, and that's all right, too. Guilt about masturbation is about the only thing that's not desirable.

7. **Telling the truth about your sexual past**. This may be a good thing, but you should make sure that you are telling the truth for the right reasons. Sometimes people reveal *"the past"* in order to hurt or express hostility toward their partners. Others want to know the past for ulterior purposes. It is not a sign of love to *"let it all hang out."* We are all entitled to privacy in some aspects of our lives.
8. **Coitus**. Many myths are perpetuated by *"sexperts."* There is no special amount of time a man's penis is supposed to stay in a women's vagina in order to guarantee satisfaction. For some, it's thirty seconds; for others, a couple of minutes; it can even vary from time to time. The presumed norm of fifteen minutes is ridiculous; many couples find this amount of time too long. There are no standards for everyone. Each person responds to his own body. Each couple must discover what is most enjoyable for them.

   Intercourse is not essential for sexual pleasure—nor is it essential to have an orgasm each time or even most of the time. There are many ways couples enjoy sex. Mutual pleasuring and/or masturbation are alternatives. The largest number of uptight people are found among heterosexuals who do "it" only one way—in the so-called missionary position. Any relentlessly fixed sexuality is at best unimaginative.
9. **Female orgasms**. More nonsense has been written about this subject than about any other area of sexuality. Women have been made to feel so insecure that some need a Good Housekeeping Seal to certify their orgasms. They pose the question: *"How can I tell if I have an orgasm?"* Orgasm is mainly a psychological phenomenon—with associated physical sensations. We define orgasm as a very brief, intensely pleasurable sensual experience accompanied by a series of genital contractions. Orgasm is not always necessary in order to enjoy sexual intimacy.

   Most women who enjoy their own bodies, who have good feelings about themselves and who like the idea of sexual intimacy have orgasms:

   - ***If they are not intent on having one each time.***
   - ***If their partner doesn't ask each time, "Did you have one?" (What kind of conversation is that, anyway?)***
   - ***If they feel comfortable about masturbating.***

   Male orgasms. The best-kept male secret is the myth that every time a male ejaculates he has an orgasm. This simply is not true. Sometimes a man will ejaculate and feel nothing at all. At times there is a little pleasure and at times a great deal. Orgasms vary in strength and pleasure. We suspect that men sometimes fake orgasms. Male orgasm is just as much a psychological phenomenon as is the female orgasm.
10. **Size of genitals and breasts**.

    Penis. An all-American hang-up! Men worry whether theirs is BIG enough. Have any of you males noticed men looking around in public bathrooms or showers to see if they can find one smaller than their own? ..Size has nothing to do with giving or receiving sexual pleasure. What's more, one cannot tell the size of a penis by looking at it when it is not erect. Some that appear quite small will erect to sizes larger than those that appear huge in the flaccid (soft) state.

Vagina. Women needlessly worry that their partner's penis is either too small for satisfaction or too big ("painful") for their "small" vagina. When we recall that the vagina accommodates the birth of a baby, it is not difficult to appreciate that genital size itself is not a factor in pleasure or pain.

Breasts. Breast size or shape has nothing to do with sexual or personal adequacy. Self-image and self-esteem do. Flat-chested girls can and do enjoy sex as much as a girl with large breast. And there are an equal number of men who like small busted women equally as much or even better. In the early stages of puberty, girls often worry because of uneven or late breast development in comparison to their friends. ....Many females with large breasts are as self-conscious as those with small ones.

11. **Sublimation**. People used to think (and some still do) that one could sublimate sex—i.e., propel it into "higher channels" without direct expression—by being creative, athletic, doing charitable work or becoming a priest or a nun.
Adult sexuality can only be

- ***expressed,***
- ***repressed, or***
- ***suppressed;***
- ***It cannot be sublimated!***

Individuals who repress their sexuality have a great potential for problems. Repressed sexuality can be revealed in some of the following ways:

- ***physical disorders***
- ***immaturity***
- ***revulsion in response to natural functions of the body***
- ***meanness***
- ***obsessive-compulsive neurosis***
- ***fears of homosexuality***
- ***failure to achieve orgasm***

There are some emotionally mature people who choose to remain celibate. They are usually able to acknowledge, but suppress impulses toward sexual relations or masturbation. Many people who are emotionally immature have an active, vigorous sex life, as do many people who are emotionally mature. The range of sexual expression as it relates to maturity is infinite.

12. **Normal sex problems**. Just about everybody is sexually dysfunctional sometimes; in other words, they are unable to "perform" despite wishing they could. An occasional experience of impotence, premature ejaculation or lack of sexual desire is not uncommon. If you don't panic, the situation will improve. If you attach too much importance to what would otherwise be a temporary problem, it can get worse. To the contrary, if the problem does not go away, seek help. If you don't, the emotional problems that sometime accompany sex problems may intensify and cause the problem to not only continue, but it may get worse.

13. **Role playing** (positions and techniques). Sexual relationships thrive on variety. One partner can be active or passive, both can be active, or both passive. ....No one need be frozen in an assigned role. Traditional concepts of what is supposed to be male and female (or active and passive) no longer apply.

    What counts is communication and intimacy—sexual rapport. Roles, positions and techniques are only the mechanical how-tos in a loving, responsive relationship.
14. **Sexual desire**. Feeling horny is not mainly physiological, biological, constitutional or hereditary. It is primarily a psychological phenomenon. People have different sex drives. We traditionally have thought that men had stronger desires. Women's desires are just as strong, they simply were not given permission to express them. Some people do have stronger or more active sex drives than others. Never judge yourself by anyone elses standards. What's right or good for one person, may not be appropriate for another.
15. **Fear of other people's preferences**. It's all right to have sexual preferences. It is not necessary to enjoy or "be into" anal, oral, auto, homo or group sexuality in order to fit in. Always do what is best for you—not someone else. You are the only one in charge of your body. Nevertheless, having fixed, powerful emotions of revulsion or disgusting response to behavior which is enjoyable to others, may mean you have a sexual disorder or a psychological problem.
16. **Immature, neurotic or immoral sex**. Sexual practices can be manifestations of immature or neurotic behavior. They are usually not healthy behaviors and with professional help many of theses behaviors can be stopped or at least their occurrences reduced. Here are four of the more common types:

    Compulsive masturbation. You do it not because you like to but because you can't help it.

    Compulsive heterosexual or homosexual behavior. (even if not forced on the other person). This behavior takes place outside an interest in a relationship. It does not enhance or enrich the person and it rarely provides more than momentary relief. A person who is always *"on the make"* is rarely capable of a sustained relationship and, despite boasting to the contrary, usually does not enjoy sex.

    Excessive compliance. You can be talked into having sex when you really don't want to; before you feel ready for it; with someone you really don't care about; and without using birth control.

    Fetishism and other compulsions. Your main type of sexual outlet is to transfer your attachments to a thing (shoe, undergarment, dress); or you are compelled to expose yourself, steal, or secretly view others (voyeurism) as a form of sexual expression.

    These are the Seven Deadly Sins of immoral sex; They are all absolutely inappropriate and wrong and should never occur or be acted upon:

    - ***Rape, molestation and sexual assault.***
    - ***Hurting, forcing, deceiving, exploiting, and corrupting.***
    - ***Sexually irresponsible behavior (such as a man abandoning a pregnant woman).***
    - ***Perpetuating the double standard.***
    - ***Sex stereotyping.***
    - ***Sexual harassment of women.***
    - ***Lying to young children about the facts of life.***

17. **Perversion.** This is an old-fashioned word often used to describe what some people find revolting. For example, there are people who consider anal or oral sex perverted. The word "perversion" is sometimes used to describe such deviant behavior as *exhibitionism, masochism, sadism, fetishism, voyeurism, necrophilia* and *bestiality*. (Look up the meaning of these words if you do not know their meaning.)

    We think that there is nothing wrong with any kind of sex between adults in private if each partner is nonexploitive and the act is voluntary. ...If we use the word *"perversion"* at all, it should be restricted to sexual behaviors which are harmful to another person. This refers to sexual activity which is usually compulsive and guilt-ridden. Examples might be a male who gets his kicks from displaying his penis in a public place or a woman who enjoys intercourse only when she causes physical pain to her partner.

    We all have "perverted" feelings at times. They are neurotic and harmful only when they are translated into behavior, or obsessively repeated.

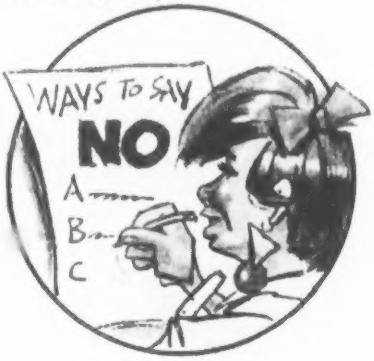
19. **First experiences of sexual intercourse.** Many first experiences of sex are not pleasurable, despite stories to the contrary. This is especially true if you are too young, too immature or on your honeymoon. Many teenage girls who feel coerced to have sex say that the first time was not a good experience. If your partner doesn't really care about you, it will probably be an experience you wished you'd never had. It is especially important not to diagnose yourself on the basis of these experiences. Men think they are sexual freaks if they are impotent or ejaculate prematurely on their first encounters. Women feel that they are not sexual or feminine, if they don't have an orgasm the first time around.

20. **On being sexually attractive.** People who are self-accepting are sexually attractive to some other individuals, period. Looks may matter when you're young and rejection will always hurt a little. What one person thinks is attractive the next person may not. It's not that short, fat or *'unattractive'* people can't find or hold a mate. Instead, people who hate themselves and express it in being (not looking) unattractive, shortsighted or fatuous (foolish) tend to repel rather than attract others. Believing that certain perfumes, hair tonics, vaginal sprays or selective techniques or positions will make you 'attractive' will get you nowhere. Being an authentic person is what is attractive to other people.Keep your sights set on someone who knows that superficial beauty has nothing to do with who the person really is and certainly has nothing to do what how good a sex partner they may be.

(Adapted and reprinted with permission from Sol Gordon)

WHY SOME SAY NO! (Against all odds!)

It may surprise you, but there are actually many teenagers who choose not to engage in sexual activity. In fact they are in the majority! They say NO to anyone who attempts to pressure them or convince them to have sex, even if it is their boyfriend or girlfriend. Why are some saying no, when the trend seems to be *"anything goes"*?



These are some of the reasons that so many teens are choosing to wait.

- **Feel good about themselves.** Those teens with high self-esteem know that they are in control. They know that they can say **NO** and mean it. They know they are worthy whether they have sex or not. They know that sex is never a test of love and believe they can prove their love in other ways. They know that any partner who won't respect their feelings, or puts pressure on them when they say **NO,** isn't worthy of their love anyway.

- **Strong religious beliefs.** Those teens who have strong religious ties and follow the words of the Bible believe that sex outside of marriage is immoral and sinful. They choose to wait until they are married.

- **Recognize, respect or even fear the consequences.** Those teens who have had good sex education know there are many unplanned, unpleasant and even devastating results from indulging in sexual activity before they are ready, mentally and physically. Being ready physically to these teens means being mature enough to use some form of birth control to prevent venereal disease or unplanned and unwanted pregnancy.

  Mentally these teens know that at this stage of their lives their feelings are constantly changing, even from day to day. They recognize that though they may care deeply for their current partner, they are not prepared to make a commitment which includes sexual activity. They ask themselves questions such as:

- ***"What am I looking for in this experience? What needs do I want met?"***
- ***"If I have sex with my partner, will I have those needs met?"***
- ***"If I have sex with my partner, will it change the nature of our relationship?"***
- ***"What are the benefits and the consequences? What will I gain or lose?"***
- ***"How will I feel about myself? Will it affect my self-respect?"***
- ***"How will I feel if we have sex and then break up?"***
- ***"If I have sex with my present partner, how will I feel about getting into a new relationship with another partner later?"***
- ***"How will my new partner react if he knows I've had sex with someone else?"***
- ***"Can I live with my conscience if I sleep around?"***
- ***"Do I care about my reputation? How will I feel if others think of me as cheap or loose (if I'm a girl) or a stud or guy who treats women like sex objects or just 'pieces of meat'?"***
- ***"Am I prepared to deal with the possibility of pregnancy?"***
- ***"Am I aware of the harmful effects of sexually transmitted diseases and the possibility of contracting one—one that might even be fatal like AIDS?"***

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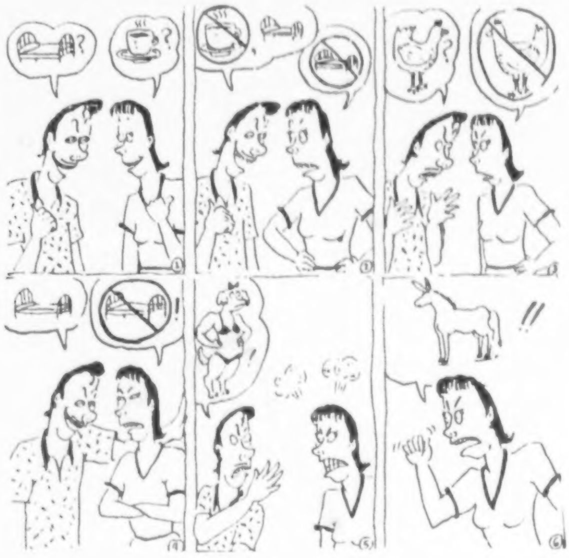
Teens who can answer these questions honestly and then make a decision based on their answers generally are mature enough emotionally to handle the consequences.

- **Believe that sex should only be part of mature love.** Some teens believe that sexual relations should only occur when there is deep love, intimacy, caring and commitment. They know that the relationships that they are in now are important and significant, but are not truly based on mature love. They would rather wait until marriage or at least until they enter a mature, responsible, long-term relationship in which each is just as concerned for the other's welfare as for his or her own.

- **Just not ready to engage in sexual behavior and particularly not sexual intercourse.** These teens have no intellectual or psychological reason for their decision. It's pure and simple. They just know they are not ready for this kind of behavior, at this particular stage of their lives. And these teens know that they have a choice. Unless they are literally forced, what they do with their bodies is in their hands. And when they say **NO**, there is no question, they mean it!!

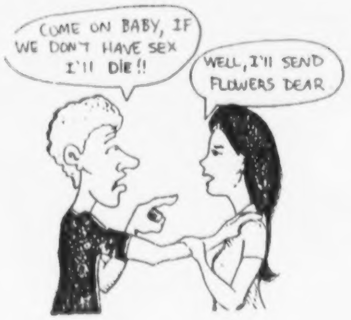


FACTORS IN SEXUAL DECISION MAKING

Understanding sexuality and your own specific needs, wants and desires will help you weigh all factors before making decisions about what you want to do with your body. Let's look at some of the many reasons that may persuade teens to have sexual intercourse.

- **Want to be more of a man or woman.** Many teens seem to be anxious to grow up. They erroneously believe that having sexual intercourse will make them more of a man or woman. Some boys actually believe that it is expected of them. Mature people don't do things they don't really want to do. They make decisions based on their own needs and values.

- **A boyfriend or girlfriend will love you more.** Some teens believe that sex is proof of love. **It never is!!** Often a boyfriend or girlfriend will attempt to pressure the other into having sex by saying, *"If you really loved me, you'd have sex with me."*


COME ON BABY, IF WE DON'T HAVE SEX I'LL DIE!!
WELL, I'LL SEND FLOWERS DEAR

From:How Can You Tell You're Really In Love. Reprinted with permission.

- **It's the only way to become or stay popular.** If some believe that the reason certain girls or guys are popular is because they are sexually active, they will experiment the same way. (But who needs that kind of popularity.)

- **Peer pressure and acceptance.** Some teens today make decisions based on what they perceive everyone else is doing. They want to be part of the pack and fear they will be rejected if they don't do what someone else wants them to do. (Who needs those kind of friends?)

- **Looking for love, attention, warmth and affection.** In these changing time in which families are breaking up or working parents are just too busy to spend much time with their children, many young people today get little affection or attention at home. They begin to search for someone to love and someone to love them back. These teens often look outside the family for someone who shows a little attention or interest. For them, sexual attachment is interpreted as love, so they engage in intercourse in an effort to find closeness, love and caring.

- **Curiosity about sex.** With all the sexual messages that surround teens, it seems natural that they would want to know more about it—especially since all the pictures paint sex as fun, exciting, freely given and usually very romantic.

- **Horniness is mistaken for love.** The sex drive during teen years is usually strong because of changes in the body combined with the sudden interest in the opposite sex. Being physically attracted to someone, if you've never experienced the feeling before can easily resemble love.

- **Believing there is something wrong with you if you don't have sex.** Anyone with low self-esteem is easily convinced if *"everybody else is doing it,"* there must be something wrong with them if they don't do it.

- **It's the only way to get to know each other.** At some point in a relationship, some teenagers believe that having sexual intercourse is the only way to get close and really get to know one another. (And there are so many other safer and ore fulfilling ways.)

- **To establish sexual identity.** When teens question their own sexual identity, they may seek the answers through sexual experimentation.

- **To escape loneliness.** Many teens feel isolated or alienated with few friends. Some don't even have the companionship of the family because both parents are working or are otherwise unavailable. Feelings of loneliness might propel some teens into sexual activities. (The problem is when you have sex for the wrong reason you end up feeling even lonelier.)

- **Drugs or alcohol.** Surveys have shown that regular use of drugs or alcohol results in more frequent and more casual sexual experiences. Teens who are heavy users generally find themselves in compromising situations, often unable to remove themselves from sexual exploitation.

- **To overcome inferiority complex or prove self-worth.** Low self-esteem leaves teens open to being easily sexually exploited. Teens who don't feel very good about themselves are easily convinced that engaging in sexual activity will make them more attractive or worthwhile. (Working on developing self-esteem is a lot safer and definitely more rewarding and more productive.)

- **To get even or get back at parents.** Some teens, in an effort to prove their independence or express anger at their parents, have sexual intercourse to prove their point or to *"get even." (The best way to get even with your parents is to show them that you can handle yourself with dignity in spite of them.)* Here's how one young teen explained her sexual behavior:

> **Dear Ann Landers:**
>
> **"...I'm speaking for the younger nonvirgins. I am 14. Please don't assume I'm a tramp because I'm only 14 and I've already had sex. I'm not a tramp. I have had only one sexual partner, but I've had sex more than once. What I want to say is that my parents have always been very uptight about sex. The reason I had sex with my 16 year old boyfriend was to spite them. (They think he is too old for me.) I have no regrets. In fact, one day I plan to give my parents a heart attack when I tell them what we've been doing. I want to tell all parents to talk freely to their teenagers about sex. If you don't, they'll experiment without the slightest idea of what they might be getting into.**
>
> **-Young But Experienced"**
>
> (Reprinted with permission Ann Landers, News America Syndicate from the Wash. Post.

- **Separated or divorced parents are having love affairs.** With so many people getting divorced today, children are seeing different kinds of role models. If their mothers or fathers are dating or having a relationship with someone, teens may assume or know that they are having sex too. Their philosophy then becomes, if you can have sex out of marriage, why can't I? *"If my parents whom I love and respect are doing it, then it must be okay."*

- **To make someone jealous.** Some teens engage in sex with someone else in an effort to make their boy or girlfriend jealous. Their hope is that he or she will then be more interested, or attentive or, if they've broken up, even want to get back together again. (It's easier and healthier to work on the relationships!!)

- **Didn't want to hurt his or her feelings.** Some teens, fearing they will hurt their partners' feelings and not knowing how to say **NO**, end up in unplanned and generally uncomfortable sexual relationships. (Learning to be assertive will not only help you in these situations, but will also strengthen your self-esteem.)

- **Didn't plan to go "all the way."** Does this line sound familiar? *"I promise we won't go all the way unless you want to. We'll stop whenever you say."* Remember you're always in charge of your mind and body.

- **The lines they were given were so convincing.** A recent survey conducted by Planned Parenthood in Chicago surveyed a thousand young men. When asked if it was okay to lie to a girl, to say that you were in love with her in order to have sex, 70 percent said yes. Columnist Ann Landers asked teenage girls what lines the boys were using to break down their resistance. Get a load of some of them. Have you heard or used a few of these yourself?

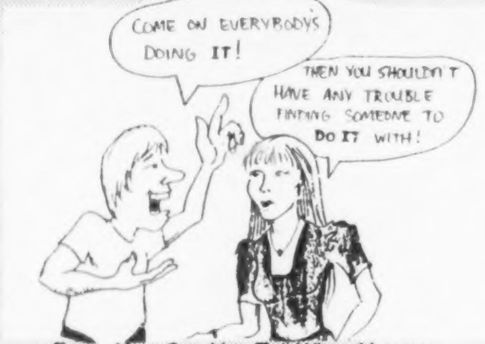
"Come on. What are you afraid of? Don't be a baby. It's just part of growing up."

"If you really loved me, you would. That's the way people express their true feelings. It's been going on since the world began."

It's very painful for a guy to be in this condition and not get relief. You got me all heated up; now if you're any kind of a ...."

"Life is so uncertain. Who knows whether you'll be alive tomorrow...it would be awful if you died without experiencing the greatest thrill of all."

"You're awfully uptight. Sex is a great tension-breaker. It will make you feel relaxed."


COME ON EVERYBODYS DOING IT!
THEN YOU SHOULDN'T HAVE ANY TROUBLE FINDING SOMEONE TO DO IT WITH!

From: How Can You Tell When You are Really in Love;

"I've heard rumors that you're a 'lezzie.' If you aren't, prove it.

"Let's go upstairs. I'd like to check your vault and make a deposit."

"How can you do this to me If we don't have sex, I'll go crazy!"

Boys get propositioned, too. Here is one of the more interesting lines that Ann Landers reported a young man said he heard.

> ***"I have a terrible time with cramps every month. The doctor said I should have sexual intercourse. Of all the guys I know, you're the one I want to help me with this medical problem!!!! "***

What are some of the lines you've heard or used????

There are probably many more reasons that influence teens' decisions about whether to have sex or not. What seems to be missing from those who do decide to engage in premarital sexual activity is a sense of responsibility and an awareness of the reality of the potential consequences—pregnancy, sexually transmitted diseases and even emotional trauma.

WHY NOT BIRTH CONTROL?

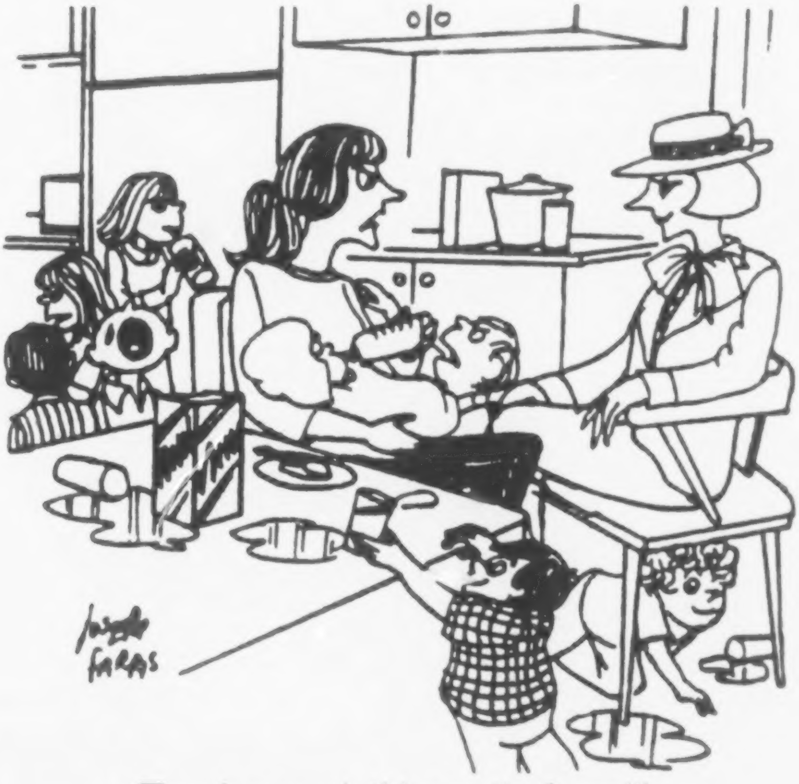
We all know that the best birth control is still saying **NO. ABSTINENCE** is still the safest, healthiest and wisest decision. But If you're going to say yes to sex, you must at least say **NO** to sex without contraception? The forces that object to sex education in schools are all saying, *"See, we told you it wouldn't work. With all the talk about birth control, the kids still aren't using it. All it's doing is encouraging kids to have more sex. We were right, sex education shouldn't be taught in the schools."* They're right that most teens are not using birth control and teenagers having babies is out of control in this country. But learning about sex—especially responsible sex—does not encourage promiscuity.

The question is, why not birth control? If you can't talk about sex or contraceptives with your partner, then you're probably not ready for sex anyway. A relationship can only get stronger when each can share feelings, fears or concerns. Sharing responsibility for avoiding pregnancy can help build trust. Just because the boy cannot get pregnant doesn't mean that he doesn't have equal responsibility in this situation. If you are going to have sex, you must each be willing to handle the responsibilities that go with it and they must be discussed. You can't count on or assume that your partner is going to take precaution.

Some people seem reluctant to use birth control because **1) they are embarrassed or afraid that their parents will find out; 2) they believe that planning for sex is wrong; or 3) they believe it will interfere with sexual pleasure.** If they're afraid their parents will find out, then maybe they shouldn't be doing it. And if they think their parents would be upset because they're having sex, imagine those parents when they find out that their child is pregnant or has gotten someone pregnant. If you're going to have sex, planning ahead in terms of birth control precautions is the only mature way to handle it. Birth control does not interfere with sexual pleasure. What will interfere is getting pregnant or contracting a sexually transmitted disease. Either of those will seriously hamper sexual performance and pleasure.

MISCONCEPTIONS ABOUT CONTRACEPTIVE

There are so many misconceptions about the actual use of various birth control methods available. Some people believe that if you take the pill once a week or on the night you're going to have sex, it will protect you. Many girls are afraid of the pill because they think it will harm them or cause health problems to their future babies. Others believe that if you have sex standing up or if the male withdraws before ejaculation, you cannot get pregnant. There was even one story about standing on your head while having sex. (Maybe gymnasts or contortionists do it this way!!) There are endless misconceptions that teens have regarding birth control.



There's no such thing as "safe sex"!

(with permission of Joseph Farris)

BIRTH CONTROL METHODS

To clear up any misunderstandings about birth control, the Illinois Family Planning Council published this information which has been adapted for this chapter.

	NO! (Negative Response)	NATURAL FAMILY PLANNING	CONDOM (For Men)
What is it?	A decision **not** to have sexual intercourse.	Combination of cervical mucus (Billings) and basal body temperature (BBT) methods to determine fertile period when you can get pregnant. Billings: based on recognizing changes in mucus discharge that occur just BEFORE ovulation; BBT: on body temperature changes just AFTER ovulation.	Thin plastic disposable sheath (like finger of a glove). Worn over penis during sex. Also called trojans, rubbers, prophylactics or safes.
How does it work?	Said firmly and with feeling it convinces friends that you really DON'T want to have sex. Repeated when the pressure gets heavy, discourages member of opposite sex from asking.	You must learn from a professional nurse practitioner or doctor how to predict your fertile period, using changes in cervical mucus and body temperature.	Catches sperm so they cannot enter vagina.
How do I use it?	Form the word "NO". Say as often as necessary to get your point across. Variations: No Way! Are you kidding? Wear a button that says "NO!" to emphasize your point. Consider a guaranteed stopper, such as: "If you really loved me, you wouldn't ask."	Only after supervision of a competent instructor who can explain both methods. Don't have sex during fertile period unless you want to get pregnant.	Unroll condom over penis after erection (hard on) but before the penis reaches the vagina and long before ejaculation. Hold it when penis enters and is withdrawn from vagina. (After ejaculation, remove it away from the vagina and throw it away.) If you have sex again use a new condom.
How reliable?*	100% effective.	Failure rate is 6-10 out of 100 women if used correctly, in a given year—a 10% chance of becoming pregnant. The Rhythm (calendar) method, no longer recommended, has a failure rate of 14-35 per 100.	2 to 10 women in 100 a year will become pregnant if her partner uses a condom correctly and every time.
Are there any dangers?	Only that your boy friend (or girl friend) might drop you, but if they do, ask yourself what they really wanted from the relationship.	You could become pregnant unless you avoid sex during your fertile period. Some women have trouble identifying mucus changes.	No.
Does it have any side effects?	Only positive ones. If you're not loaded down with a relationship you can't handle, you'll have time for the whole exciting rest of your life and you won't have to worry about getting pregnant.	No.	Positive ones. Condoms are an excellent means of preventing sexually transmitted diseases (STD).
Where can I get it?	You've always had it. Probably one of the first words you ever learned. Remember! It's free and makes you feel free. Sex for the sake of scoring is meaningless.	Many birth control clinics offer instruction in the Billings Method. You can get a good thermometer at any drug store.	At a drug store or family planning clinic. No medical exam or prescription is needed.
How does it affect sex?	It delays sex relationships until you're **really** ready. It helps you develop strong friendships and make plans for your future.	You need an understanding partner who won't insist on making love during your fertile period. The "no sex" period may last as long as two weeks.	Dulls sensation a bit but helps you last longer. Spermicidal foam offers added lubrication.

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[illegible]	FOAM	THE SPONGE	DIAPHRAGM
What is it?	A sperm-killing chemical inserted into vagina before intercourse	Soft, disposable polyurethane sponge, 2" in diameter, filled with one gram of sperm killing chemical which is activated by moistening sponge with water.	Thin, dome-shaped rubber device that is inserted in the vagina so it forms a barrier between sperm and egg. Must be used with sperm killing jelly or cream
How does it work?	Inserted deep into vagina with plastic applicator, forms chemical barrier over uterine entrance. Sperm die when they hit foam.	Placed in the vagina, sponge has a rounded surface that fits around cervix and forms a barrier which blocks sperm from entering uterus. Traps and absorbs sperm, killing them on contact. Leave in place 6 hours AFTER intercourse.	Place one teaspoonful of spermicidal cream or jelly inside the dome and one teaspoonful around the stiff edge of diaphragm. Diaphragm holds cream or jelly which seals barrier and kills sperm.
How do I use it?	Fill applicator with foam. Lying down, insert applicator into vagina and push plunger of applicator. Foam must be inserted no more than half hour before sex. (Read instructions carefully that come with foam.)	Detailed instructions included in each sponge package. Remove sponge from airtight package, moisten with clean water and squeeze out moisture. Fold sides upward and push deeply in vagina, over cervix. It should be possible to feel string loop when sponge is inserted correctly. Leave in place ONLY 24 hours. Remove by pulling on attached nylon loop.	Doctor or nurse practitioner must fit diaphragm and show you how to insert it. After lubricating, insert diaphragm down and back in the vagina as far as it will go. LEAVE IT IN AT LEAST 8 HOURS AFTER SEX. If inserted more than 2 hours before, add more spermicide. If intercourse is repeated within 8 hours, leave diaphragm in and insert more jelly.
How reliable?*	10 to 18 women in 100 a year will become pregnant when using foam alone.	About 5 out of 100 women become pregnant in a given year. Not as effective as the pill or IUD but, when used properly, in same range as diaphragm used with spermicide.	3 to 5 women out of 100 in a given year become pregnant when using a diaphragm consistently.
Are there any dangers?	No.	Clinical trials not large enough to assess risk of Toxic Shock Syndrome (TSS). Manufacturer's Instructions stress use for ONLY 24 hour period. Should NOT be used during menstrual period. Sponge does not stop flow of vaginal secretions.	Slight danger of TSS. Should be used for birth control only, not to control secretions. Be sure you have inserted it correctly. Don't forget the spermicidal jelly!
Does it have any side effects?	Occasionally may cause a mild vaginal irritation. Usually a change to a different brand solves the problem.	No hormonal side effects. In clinical trials small number of women tested discontinued using because of itching, irritation, rash or allergic reactions.	No.
Where can I get it?	Drug store or family planning clinic. No medical exam or prescription needed. Be sure product you're buying is for birth control and not a deodorant.	Available over-the-counter in drug stores or at family planning clinics. Low cost. If possible, consult your doctor.	From a doctor or family planning clinic. Low cost or no cost fitting and instruction at many family planning clinics.
How does it affect sex?	If foam seems to irritate your partner, try another brand. If he uses a condom, he won't be irritated.	Offers freedom not possible with condom or other vaginal contraceptives. Offers some protection against STD and PID.	Not felt by either partner. May affect attitude toward lovemaking of some women who don't like to insert or remove it.

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[illegible]	THE "PILL"
What is it?	A pill made of a combination of synthetic hormones almost like those produced by the ovaries.
How does it work?	Prevents ovary from releasing an egg cell. With no egg cell present for a sperm to fertilize, a woman cannot become pregnant. **Caution:** Use back-up method plus pill during first 30 days of use.
How do I use it?	Never borrow pills from a friend. Must be prescribed FOR YOU by doctor. Take according to doctor's advice and instructions on package given to you. There are several kinds of pill, each with its own instructions.
How reliable?*	Less than 1 woman out of 300 who are taking the pill regularly in a given year become pregnant. Highly effective.
Are there any dangers?	Prescription medicine which should not be used by some women. **Read carefully all material in pill package.** Follow doctor's advice. Dangers are age-related. Smoking increases the chance of blood clots or stroke, even in young people.
Does it have any side effects?	**Positive:** regular periods, less anemia, less cramping, less benign breast disease. May inhibit some forms of cancer. **Minor:** (normally disappear within 3 months) may include nausea, spotting, missed periods, headaches, mood changes, dark skin areas. **Major** but rare: blood clots, high blood pressure, gall bladder disease, heart attacks, liver tumors.
Where can I get it?	With a doctor's prescription, from a drugstore or a family planning clinic. Low cost or no cost at many family planning clinics.
How does it affect sex?	It does not, except perhaps positively, by relieving anxiety over possible pregnancy.

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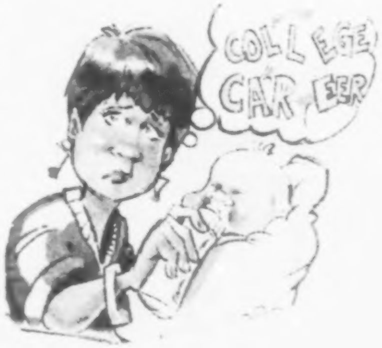
The Illinois Council also suggests that you REMEMBER:

1. **No birth control is100% effective. The only way a woman can be absolutely sure she won't become pregnant is to not have sex.**
2. **The birth control methods described here reduce chances of pregnancy dramatically. If you use NO contraceptive, you have an 85% chance of becoming pregnant. DO YOU WANT TO TAKE THAT RISK?**
3. **Don't assume that your partner is using birth control. ASK!!**
4. **Choosing a method of birth control should be a decision made by both sexual partners. If one method, produce or device is distasteful to either person, another method should be considered.**
5. **Consult your parents, doctor or family planning clinic. Professionals are there to help you choose the best method for you, and they will teach you how to use it correctly. (Some states allow teens to get pregnancy advice or birth control without parental consent, but if you are able to talk with your parents, talk with them first.)**

CONSEQUENCES OF PREMATURE SEXUAL BEHAVIOR

A BABY COSTS $474 A MONTH. *HOW MUCH IS YOUR ALLOWANCE?*



Are there really any reasons why teenagers shouldn't engage in sexual activity? Are the consequences really that bad? Or are we just making too much out of it? Isn't it natural to want to enjoy one's body? Should you have to control what seem to be natural urges that are particularly strong during teen years? The answer is simply yes and no! Yes, it is natural to want to enjoy what seem to be normal urges that do in fact bring pleasure to the body. And No, teenagers should not engage in sexual activity before they are ready mentally or physically. The consequences aren't just bad—they can be devastating. In some cases, engaging in premature sexual activity can literally ruin all chances for future success, happiness and psychological well-being. The following letter to Ann Landers reveals the consequences seen through a parent's eyes:

> **Dear Ann Landers,**
>
> **"Where are all those advocates of premarital sex when it comes time to pick up the pieces after a "momentary mistake?" And what do the advocates do t help prevent such "mistakes?" Do they tell the kids that although a relationship may be 'meaningful to one partner, it may be purely self-satisfaction to the other?**

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Do they tell the kids they should never count on the other person to take precautions—and that to be perfectly safe, both parties should count on themselves?Do they tell the girls that keeping an out-of-wedlock baby goes far beyond the enjoyment of having a cute little bundle of joy to cuddle and take for a stroll in the baby carriage?

Where are those advocates of premarital sex when it's time to mend lives suffering from their advice?"

Reprinted with permission Ann Landers, News America Syndicate from the Wash. Post.)

PREGNANCY

Every day in this country:

- **2,795 teenagers get pregnant**
- **1,295 teenagers give birth**
- **1,106 teenagers have abortions**
- **2,556 children are born out of wedlock**
- **372 teenagers miscarry**
- **689 babies are born to women who have poor prenatal care**

Teenage girls in the United States are having babies at a rate of 1,295 a day or 64 babies per hour. Four out of ten teenage girls engaging in sexual activity will become pregnant, most probably within the first six months of initial experimentation. We have the highest teen pregnancy, birthrate and abortion rate of any nation in the western world! We also have one of the highest infant mortality rate and 105 babies under year old die each day often because they are born to teenagers who are simply not ready physically or mentally to bring a child into the world. Although this is not a black phenomenon and the number of white teen births are rising, blacks are five times as likely as whites to give birth out of wedlock. Surveys reveal that girls from lower socioeconomic levels are more likely to have sex, use very little birth control and have their babies rather than abort. Approximately 40 percent of white pregnant teens will have an abortion; 34 percent of black pregnant teens will.

Studies reveal that the kind of girl most likely to get pregnant usually is deprived emotionally and/or economically and unrealistically seeks gratification and fulfillment through a baby. Sociologists believe that lower class (poor) girls get pregnant and stay pregnant because they live in a vacuum without hope for the future. They believe a lifetime of poverty cannot be avoided. So what do they have to lose, if they have no dreams of the future? They mistakenly think that having something now (instant gratification) will at least provide them with someone to love and be loved by. Being pregnant may also make them feel grown-up. For some young girls, having a baby may seem glamorous because they are rewarded by the attention of friends and parents. For them, teen motherhood is no longer a stigma or something to be ashamed of. One theory suggests that for the poor, the prospect of welfare benefits, apartments and an opportunity to escape from a difficult or hostile home environment encourages or lures girls to get pregnant. In other words, having a baby becomes a dream of a way to escape from the ordeals of poverty.

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These are interesting statistics and studies on teen pregnancy, but we are talking about real lives and when a teenage girl gets pregnant so many lives are touched for ever. Often hopes and dreams for the future are destroyed.

THE REALITIES OF TEEN PREGNANCY

What are the realities for a teenage girl who gets pregnant? A lot of decisions must be made at this time and they are serious and life long decisions. There is much for a pregnant teenage girl to consider before making a decision about what to do. Just what are some of the alternatives?

One alternative might be adoption. Years ago, children put up for adoption were placed in orphanages and did not have bright futures. Today, with so many childless couples desperately wanting children, a child placed for adoption may look forward to being a part of a loving home and a brighter future than even the natural parent may have been able to offer. But the trauma of giving up a child that has grown within a girl's body for nine months should not be minimized.

A second alternative might be giving birth and keeping the baby. Who is affected by this trauma and how are their lives touched by this predicament? The lives of many more people than just the pregnant teen will never be quite the same. The ***parents*** of the unwed teen are affected because their ordinary parental role may be stretched both emotionally and financially. They must deal with the pain they feel for the dilemma of their child. They may also experience some disappointment or shame in their son's or daughter's behavior. Some parents even reject their pregnant daughters and and ask them to leave home.

And still another alternative is abortion...which in this case is a form of birth control used a little too late. We live in a society torn in half over the issue of abortion, so we will not try to address the question of whether it is right or wrong. Your families, your values and beliefs and your hearts will have to decide whether it is right or wrong for you, should you find yourself a pregnant, unwed teen. What we need to look at is whether abortion should ever be considered an acceptable alternative to birth control. Is it fair to consider something as physically and emotionally traumatic as abortion simply because you don't want to use or forget to use contraception? Should an attitude of **"Well, if I get pregnant, I can have an abortion"** be an acceptable approach to a problem that could be solved in so many more mature ways? Before adopting that attitude, teenage girls should be aware of potential long-term physical and emotional effects of abortion. Complications from the abortion can prevent conception later in life. Sometimes, older women who had abortions in their teens feel remorse over their earlier decision. This is an area that needs considerable thought, attention and counseling, if possible.

Whatever your views on abortion, as young adults seeking independence and respect, abortion is never an acceptable alternative over simple contraceptive precautions.

WHO IS AFFECTED BY TEEN PREGNANCY?

Parents

Many parents are also disappointed in themselves and their roles as parents. They may blame themselves for failing to teach their children more appropriate, moral behavior. If they choose to accept and deal with the situation, they must decide what role—if any—they will have in helping to raise the baby. What are they willing and able to do to prepare financially for the birth of the baby and its care? Parents of the teenage girl may also want to help their daughter make one of the most difficult decisions she will ever face—should she or does she wish to marry the father of the child, if he is available and willing?

The Unwed Teenage Father

The young man who is the *father* of the baby will also have to make many decisions that will ultimately affect the course of his life. If he felt no responsibility for providing and insuring the use of birth control prior to this predicament, he may not feel responsible now. But if he is mature enough to recognize his part in this difficult situation, he will have to give considerable thought to his next steps as well as to his future role.

Was the pregnancy purely an accident with someone who meant nothing to him? Or was the girl someone with whom he was involved and for whom he cared deeply? Now, should he marry the girl, if she wants to get married? Is there any chance of the marriage succeeding? (Few marriages under these conditions survive more than five years.) If they do marry, will he have to drop out of school and get a job to support the mother and baby? Or will his parents help him so he can finish his education? Just what are his financial responsibilities for the baby? The questions may seem overwhelming. There are no simple answers to this complex and often painful situation. If he wasn't prepared to deal with the consequences, he should have thought about that before making the decision to have sex without using effective birth control.

The Unwed Teenage Mother

How does pregnancy affect the unwed teenage mother? This letter to Ann Landers from an unwed, pregnant18 year old will give you some idea:

> ***".....I was one of those who thought it would never happen to me. Here is something for teenage girls to think about: Being pregnant doesn't mean just having a baby. It means money for doctors, vitamins, clothes, hospitals, nurses and more clothes when you get bigger. If there are any problems, you'll have more doctors and more vitamins, and if you have a C-section, it will cost around $5,000. There also are morning sickness, irritability, stretch marks, heartburn, constipation, water retention, water gain, backaches, leg aches, pelvic pain, more nausea, shortness of breath, childbirth classes and labor pains. All the above are considered normal in a pregnancy. Sometimes there are complications, such as toxemia, which can be extremely dangerous, even fatal.***
>
> ***A few minutes of sex isn't worth the risk. And if you want the truth, it's more fun for boys than for girls. I am not able to keep my baby, and that's a real heartbreak. I realize now I made the biggest mistake of my life. I'd give anything if I could live the last year over again. Please Ann, print my letter as a warning to others."***

The emotional and psychological consequences of a premature and unwanted pregnancy affect a young teen mother's life forever. Her life script may already be mapped out for her. Initially, the shock of discovering she is pregnant may leave her feeling frightened, guilty and often very alone because she doesn't know where to turn. Unfortunately, many teens have not formed the kind of relationship with their parents which allows them to comfortably talk about their innermost fears and dreams, much less their sexual concerns. Many parents have not made it easy for their children to come to them under these kinds of circumstances, a time when their child needs them so desperately.

So the feeling of isolation and fear is very real when a teenage girl finds out she is pregnant. Sometimes, she must make the decision of what to do completely on her own. The alternatives to having a child such as abortion or adoption are not easy decisions for anyone; for a teenage girl to have to make that kind of decision alone can be overwhelming. Suicide attempts by young girls scared to tell their parents they're pregnant are not uncommon.

If a pregnant teen decides that she will have the baby and keep her baby, a whole new set of problems arises. She will have to ask herself some of the same questions as the young father. Is marriage the answer? Should she marry the father? Is he someone for whom she cares deeply and to whom she would like to be married? (Unfortunately, we know that few relationships pulled together because of pregnancy ever last.) Or is he only someone with whom she got carried away in the heat of passion, without giving adequate thought to birth control? Will she have to drop out of school to support her child or will her parents help support and care for the baby? Would her school even allow her to continue to attend classes while pregnant? The reality is that most pregnant teens drop out of school, don't marry and remain either on welfare or dependent on their parents struggling to raise a baby on an income below the poverty level. In other words, her pregnancy may be a prescription for a life of dependency and poverty.

During pregnancy, the teen mother may be faced with serious complications because teenage bodies often are not sufficiently mature to adequately carry a baby. She may find herself sickly for nine months and in need of regular medical attention. Within some circles, she may find support or friendship but more often, a pregnant teen finds herself isolated from her friends with whom she no longer has much in common. As dismal as that sounds, a whole new set of problems begin after the baby is born.

Her emotional health may suffer while trying to adjust to the demands of parenting and, if she is a single parent, the demands on her time may be almost overwhelming. Her social life may be non-existent because a baby requires 24-hour-a-day care. She must not only meet the baby's physical needs, which may include caring for a sick or fussy baby, but also provide adequate love and affection. She may have little time for friends, dating or even private time to herself. Her pool of dating partners most likely will narrow down quickly because many young men don't want to get involved with a teenage girl who has a baby. If she did not lose her friends during pregnancy, she may find them avoiding her now because she is not free to socialize. She must first find, and be able to afford a babysitter so she can go out with them. These demands, compounded by the loss of freedom at a time when a teenager wants to be out having a good time, cause many teen mothers to become physically abusive—taking out their resentment on their innocent babies.

Because most unwed pregnant teens drop out of school, they don't develop the skills they need to earn an adequate income. The result often is overwhelming financial strain. And the dream of escaping poverty or raising their standard of living may be lost forever.

The Unborn Child

And what about the innocent ***child*** who is conceived to a teenage mother out of wedlock? The child may be the one most affected by this trauma, which seems most unfair since he or she had nothing to do with the circumstances. Most teen bodies are just not capable of developing and delivering healthy babies. The infant mortality rate is the highest for teenage mothers. Some studies say that babies born to girls under eighteen face greater health hazards. These babies risk complication during delivery, often are born with a low birth weight which makes them more susceptible to various kinds of illnesses, suffer delays in development and display behavior problems at earlier ages than those born to girls who are twenty years of age and over. Retardation and physical disabilities are also common in babies born to teen mothers. Overall poor health and psychological behavior problems are strongly linked to the baby being born to a teenage mother.

Babies born to teens are also at risk of being born with alcohol or drug addictions if their mothers have a chemical dependency. They are also at greater risk of being physically abused or neglected. They often don't get the love and attention so desperately needed during infancy. Immature teenage parents sometimes neglect the infant's physical needs as well, even to the point of starvation and other abuses.

It seems terribly unfair for a tiny infant to be subject to such hardships, illnesses, abuse and neglect all because two teenagers were thoughtless, careless and reacting only to selfish sexual urges. Why should an innocent child have to suffer because of the mistakes of immature teenagers?

The lives most significantly affected when a teenage girl gets pregnant are: the pregnant teen herself, the father of the baby, the parents of the teens and most of all, the soon-to-be born baby. But there is still one more segment of our society who will suffer from this careless accident—the taxpayer. Because so many of the babies born to teenagers end up on welfare rolls, it is estimated that the taxpayer will pay more than $l00 billion over the next 20 years for welfare and other related costs created by teenage pregnancy.

OTHER SERIOUS CONSEQUENCES: SEXUALLY TRANSMITTED DISEASES

Sexually transmitted diseases (STD) are passed on from one person to another by sexual contact, through intercourse, anal and oral sex or kissing. Though not all are serious, many, if left untreated, may cause permanent pain and threaten health and life. The problem is most serious among young adults. Over half of all people treated for STD's are under 25 years of age. Every day in this country 623 teens get syphilis or gonorrhea. According to the Sex Education Information Council of the United States, over 6,000 students are out of school because of some kind of venereal disease.

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The best time to learn about STD's is before becoming sexually active because once contracted, they can be passed on as easily and quickly as the common cold.

THE BEST PREVENTION IS, OF COURSE, ABSTINENCE!!!!

But aside from that, practicing **"safe sex"** by using latex condoms is the best method available. People can also decrease their chances of contracting some sexually transmitted diseases by urinating and washing their genitals with soap and water immediately after sexual relations. **These steps in no way prevent or cure any disease,** but they may help to improve your chances by halting bacteria transmitted sexually before it enters the bloodstream through the sex organs.

THE CHANCE TODAY OF CONTRACTING A SEXUALLY TRANSMITTED DISEASE IS EXTRAORDINARILY HIGH IF YOU ARE SEXUALLY ACTIVE WITH MORE THAN ONE PARTNER!!!

Most teens don't worry about contracting STD's because 1) they believe there are cures, and 2) they mistakenly believe that it can't possibly happen to them. **UNFORTUNATELY, SOME STD'S LIKE HERPES AND AIDS HAVE NO CURES.**

Females, generally, experience fewer symptoms. For both sexes, 90 percent of original symptoms may disappear after awhile and the victim may believe he or she is cured. The reality is that the infection may remain and years later, serious health problems can begin. Syphilis is a good example of this. Victims of this disease have developed, heart problems, blindness, paralysis, brain injury and even insanity months, and even years, after exposure.

Common STD's

At one time, **syphilis** was considered the most serious STD and **gonorrhea** (also known as *"the clap," "the drip," "a dose," "the whites," or "morning drop"*) the most widespread. **Nongonococcal urethritis (NGU)** has recently been recognized as the most prevalent form of STD. Others common STD's include; **Vaginitis, Trichomonas vaginalis, Chlamydia, Pelvic Inflammatory Disease (PID), Crabs, Scabies, Chancroid** and even **Hepatitis**, which can be transmitted through oral/anal contact or anal intercourse. The most controversial and most often discussed of the STD's are **Genital Herpes** and **AIDS (Acquired Immune Deficiency Syndrome),** sometimes known as a homosexual disease even though greater numbers of heterosexual people have been infected through contaminated needles or blood transfusions.

THE BEST WAY TO PROTECT YOUR SELF AND YOUR POTENTIAL OFFSPRING IS TO ABSTAIN FROM SEXUAL ACTIVITY UNTIL YOU ARE IN A MONOGAMOUS RELATIONSHIP—PREFERABLY MARRIAGE.

Symptoms Of STD's

In general, a **female** should seek medical help if she has any of the following signs:

- ***Burning while urinating***
- ***A persistent sore throat***
- ***Pain or itching in or around the vagina***
- ***Soreness or redness around the vulva or anus***
- ***Sores, warts or pimples in or near the vulva***
- ***A discharge that is yellow, green or otherwise discolored***
- ***A thick discharge that looks like cottage cheese***
- ***Sores or blisters around the lips or mouth***
- ***Rashes or bumps in genital area or other parts of the body***

In general, a **male** should seek medical help if he has any of the following signs:

- ***A persistent sore throat***
- ***Burning during and shortly after urination***
- ***Sores, warts or pimples on the penis or around it***
- ***Unusual coloring of the urine, such as urine which is reddish or very dark***
- ***A milky or pus-like discharge***
- ***Soreness or redness around the anus***
- ***Sores or blisters around the lips or mouth***
- ***Rashes or bumps in the genital area or other parts of the body***

Consequences Of STD's

Contracting any one of these diseases can be emotionally and physically traumatic. None of the consequences is pleasant, but some are more serious than others. That is why it is crucial for anyone who believes he or she may have any symptoms to contact a physician and to communicate with the sexual partner that you believe transmitted the disease to you—as well as anyone else with whom you had intercourse since becoming infected. Unfortunately, many teen, too embarrassed to discuss it allow their own condition to worsen and allow the carrier to continue to infect others. Communication, openness and honesty are essential in any sexually intimate relationship. If you have a venereal disease or even a symptom, you must tell your partner. Feeling ashamed or embarrassed is one thing, but withholding information such as this can cause serious emotional and physical trauma to others as well. Remember, there is always more than one person to consider when making any sexual decision.

PROTECT YOURSELF AGAINST THESE DREADED DISEASES

To date, there are no cures for herpes or AIDS and although herpes is not fatal to that person will be infected for an entire lifetime. Furthermore, a woman with an active case of genital herpes can infect her child at the time of delivery. Statistics show that in about half of these cases, the infant is infected, and about half of those infants die. Any one of these diseases left untreated can cause serious illness, sterility, chronic lifetime health problems and, in the case of AIDS, even death.

There are many healthy ways to express your sexuality instead of engaging in sexual intercourse. Discuss this with your parents or an adult you respect. Go to the library or ask an adult to recommend a book on sexuality appropriate for your age.

The next best protection is to always use a latex condom containing nonoxynol-9 and to limit your sexual partners.

There is a VD Hotline that provides information and referrals to locally available treatment centers. The toll-free number is 1-800-227-8922. In California, residents may call 1-800-227-5883.

GEE, GRANDDAD, YOUR GENERATION DIDN'T HAVE ALL THESE SOCIAL DISEASES. WHAT DID YOU WEAR TO HAVE SAFE SEX?
A WEDDING RING.

THE AIDS STORY

AIDS—***Acquired Immune Deficiency Syndrome***—is a killer that is taking lives in horrifying numbers. 13 million adults are infected around the world and one million infants are also carrying the HIV virus. By the year 2000, 40 million people will be infected with HIV. In the US as of September 1993, 339,240 cases of AIDS have been reported; 204,390 of those people have died. It is now the 8th leading cause of death; the leading killer of American men in the 25-44 age group, the fourth leading killer of women in the 25-44 age groups. The epidemic is spreading most quickly among women and **TEENAGERS.** And in case you still don't know it, this deadly disease is incurable. In 1985, the death rate two years after being diagnosed was almost 70 percent; 85 percent, four or more years later.

Two-thirds of AIDS patients initially were homosexual and bisexual males. The ratios are rapidly changing, however .Heterosexual transmission is increasing at an annual rate of 21%. In New York City, the number of intravenous drug users dying from AIDS exceeds that of homosexuals. High death rates among minorities also are on the rise. AIDS occurs about 2.5 times more frequently among black and hispanic men than among whites.

Acquired Immune Deficiency Syndrome is a disease caused by a virus which attacks the body's immune system, leaving a person vulnerable to a number of diseases, rare infections and certain cancers. AIDS destroys the body's ability to ward off these afflictions which then kill 80 percent of their victims within a few years. The virus is known as the human immunodeficiency virus (HIV).

The HIV virus has been found in body fluids and secretions such as blood, semen (pre-ejaculate fluid) vaginal secretions, and breast milk. HIV is a very weak virus and can only survive inside the body. It can only be contracted through intimate contact between an infected individual and an uninfected individual.

YOU CANNOT GET HIV THROUGH CASUAL CONTACT.

AIDS IS TRANSMITTED BY THE FOLLOWING MEANS

- ***bodily fluids, primarily blood and semen***
- ***having sex (vaginal, oral or anal) with someone infected with HIV***
- ***transfusions of contaminated blood***
- ***contaminated hypodermic needles previously used by an infected individual***
- ***an infected woman during pregnancy, at birth from infected blood or through breast milk while nursing***

RISK BEHAVIORS

The following are risk behaviors which can increase the likelihood of transmitting the virus and should be avoided.

- ***Sexual intercourse with an infected partner without using a latex condom***
- ***Anal intercourse with an infected partner without using a latex condom***
- ***Oral-genital intercourse with an infected partner without using a latex condom***
- ***Sex with multiple sex partners; or someone who has had multiple sex partners without using a latex condom***
- ***Sexual contact with prostitutes without using a latex condom***
- ***Sharing blood-contaminated needles during intravenous drug use***
- ***Transfusion with infected blood, blood products, or syringes***
- ***Pregnancy of an infected woman***

If you abstain from sex completely and don't share intravenous-drug needles, there is virtually no chance of getting infected with HIV. That is not to say that the only way to protect against AIDS is through abstinence. However, it certainly is the most reliable. Although a latex condom is not as safe as abstinence, it is safer than any other method of protection. Therefore, it is imperative that you always use a latex condom when engaging in sexual activity.

SYMPTOMS

Some symptoms of AIDS are:

- ***unexplained fatigue***
- ***fever***
- ***chills***
- ***night sweats***
- ***white spots in the mouth***
- ***unexplainable weight loss of more than ten pounds***
- ***pink or purple bumps under the skin, inside the mouth, nose, eyelids or rectum which do not disappear after a few weeks***
- ***persistent enlargement of the lymph nodes, armpits or groin***
- ***diarrhea***
- ***unexplained bleeding from any part of the body***
- ***persistent dry cough and shortness of breath***

Many of these symptoms are similar to other minor illnesses such as the flu, but if one or more of these symptoms persist for more than two weeks, see a doctor at once.

DETECTION

A person infected with the virus may not test positive for two weeks to many months after exposure. The time between infection and antibody production is about three months, but it could take up to seven years for symptoms to appear. Not everyone exposed to the virus gets AIDS.

RESEARCH INDICATES THAT ABOUT HALF OF THE PEOPLE INFECTED DO NOT KNOW IT. THEY ARE SYMPTOM FREE AND TRANSMIT THE VIRUS TO OTHERS WITHOUT EVER KNOWING IT.

The most common cause of death among infected patients is a kind of pneumonia called Pneumocystic carinii (new moh sis tihk-kuh rihn ee i). The AIDS virus also affects the nervous system. Another condition is a rare type of cancer called Karposi's Sarcoma which occurs on the surface of the skin or in the mouth. It appears as bruises either reddish or brownish in color. Eventually, they get larger and spread to other parts of the body. Eighty-five percent of AIDS patients develops one or both of these diseases. AIDS can also affect the nervous system. Dementia Complex destroys brain tissue and the spinal column. It can cause personality changes, reduced intellectual functioning, motor activity, memory loss, paralysis of body parts and blindness.

Because it can take up to 10 years before symptoms show, blood tests cannot predict whether a person will develop AIDS or ARC. Nevertheless, a person who tests positive and appears completely symptom-free can still infect others through sexual intercourse and by sharing IV needles and syringes.

PREVENTION

AIDS CANNOT BE CURED, BUT IT CAN BE PREVENTED. Don't think "this can't happen to me. **IT CAN AND IS—IN RECORD NUMBERS.** The best and only sure protection is **ABSTINENCE.** The next best thing is to say no to all behaviors that put you at risk. Practice abstinence or practice mutual monogamy with an uninfected partner—having sex with only one partner who has sex with only you.

ABSTINENCE: Say No to Being Sexually Active

REMAIN DRUG-FREE: Say No to All Harmful Drugs

If for whatever reason you choose behaviors that put you at risk, consider the following:

- ***Be tested for the HIV virus.***
- ***Do not engage in risk-behaviors that might infect others.***
- ***If you use drugs, don't share needles and never share, rent or borrow injection equipment.***

- *If you use drugs, don't use the excuse* **"I was too drunk or too high to remember to use protection."** *Don't allow the use of drugs let you forget the risk and have unprotected sex.*
- *Ask people you date about their past sexual behaviors. If they have had multiple sex partners, say NO.*
- *Ask anyone you plan to be sexually active with to be tested for the virus.*

- PRACTICE SAFE SEX. USE A LATEX CONDOM!!!!
  - *If used correctly every time you have sex, it can reduce, but not totally eliminate your risk. Condoms act as barriers to keep blood, semen or vaginal fluids from passing from one person to another during intercourse.*
  - *Make sure the package of condoms says "disease prevention."*
  - *Store condoms properly in a cool, dry place out of direct sunlight. If you want to keep it with you, put one in a lose pocket or wallet from no more than a few hours at a time.*
  - *Do not use outdated condoms.*
  - *Correct condom use should include the following steps:*
    1. *Use a new condom for each act of intercourse.*
    2. *Put on the condom as soon as erection occurs and before any sexual contact (vaginal, anal, or oral)*
    3. *Hold the tip of the condom and unroll it onto the erect penis, leaving space at the tip of the condom, yet ensuring that no air is trapped in the condom's tip.*
    4. *If you use a lubricant, use one that is water-based, such as K-Y brand jelly. Never use a lubricant that contains oils, fats or greases, such as petroleum jelly, cold cream, hand lotion or baby oil. They weaken latex and make the condoms break more easily.*

Now let's explore another aspect of this deadly and tragic disease—the emotional and social side.

OUR FEELINGS ABOUT AIDS

Reactions toward carriers of the AIDS virus are numerous. They range from frightened to indifferent to hostile. In spite of the fact that doctors say the risk of contracting AIDS from babies or children is minimal to non-existent, babies infected with AIDS often spend many years in hospitals because no one wants them. Occasionally, foster parents willing to care for them are found. There have been instances in which youngsters with AIDS sat alone in empty classrooms while teachers and parents picketed outside because they didn't want their children in the same classroom. In Florida, a family with three young boys all infected with the virus had its home burned down by people who were ignorantly frightened and worried about contracting the disease.

If you suddenly found out that someone you know and care about has AIDS, what would be your first reaction?

The AIDS victim:

....got it from his or her sex partner.
....was a drug user.
....had a bad blood transfusion.
....was gay.
....was promiscuous and must have had lots of sex partners.

Or would you first think that the AIDS victim:

....was very sick.
....was terribly scared.
....was probably going to die soon and you wondered how he or she was handling it.

When many of us hear that someone has AIDS, we selfishly don't think about the person in terms of the pain he or she is in or the fear of death he or she must be dealing with.

Any one of those people could be someone you love—a friend, a family member—or someone you know from school or work. **Or it could be you!!** The people that are dying, you see, are someone's friend, son, daughter, mother, father, brother or sister. They are people just like you and me who have had the grave misfortune to contract a deadly disease for which there is no known cure as yet.

Can you imagine what it would be like to find out that you had a deadly disease? Even worse, what it would be like to have a disease that most people are so afraid of that they avoid you like the plague—at a time when you need them the most. Unfortunately, that is what is happening to people with AIDS. Too many people are deserting their friends or loved ones because they believe that an AIDS victim has done something wrong. Others turn away because their misguided fears are based on a lack of education and understanding, fueled by misinformation which has made many afraid to be near AIDS victims.

As one AIDS victim expressed it:

> ***"I'd heard stories about the way people with AIDS are treated, but I guess I never really believed it until it happened to me. All of a sudden friends I'd had for years were strangers. My Godmother and cousins that I'd grown up with didn't want to be around me any more.***
>
> ***"Even the pastor of my church—that I'd belonged to all my life—asked me to resign from the board when he found out that I had AIDS. And the rest of the congregation? They treated me like walking sin."***

There is no evidence that AIDS is transmitted by casual contact with an infected person. No case of AIDS has resulted from ordinary, even affectionate (non-sexual) contact with an afflicted household member, relative, co-worker, roommate or friend.

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AIDS is not transmitted by:

- *sneezing, coughing*
- *sharing eating or drinking utensils*
- *hugging*
- *kissing socially (with mouth closed)*
- *touching, holding or shaking hands*
- *sharing towels or combs*
- *enjoying casual contact with friends*
- *sharing bathroom facilities*
- *using the same pen or pencil*
- *being bitten by insects*
- *being a blood donor*
- *attending school or going to any public place with HIV infected people*
- *working with a coworker who is infected with HIV.*

The following letter which was written by a person who developed AIDS after dealing with many other painful happenings in his life is another sad story of how a person with AIDS is often treated. **Read it and think about what it would be like if this were you or someone you loved.**

> *"In my teens, three of my closest friends died of knife and gunshot wounds. While I was stationed in Vietnam, my wife and nine month old twins died in a mortar attack, and good buddies passed away in my arms. So, I'm no stranger to death. But nothing prepared me for living with AIDS.*
>
> *I guess my first experience with AIDS wasn't until 1985, when my friend David died from it. Ever since, one friend after another has died of AIDS, leaving pain and sorrow beyond belief.*
>
> *But the story I want to tell you is not one of death... rather it's one of living with AIDS against all odds. The horrible part about AIDS—after the initial shock of being diagnosed—is the rejection, insensitivity and fear a person with AIDS encounters after some of their friends, family and neighbors find out about it. And for me, it didn't take long before I thought the whole world was crashing down on me.*
>
> *While hospitalized for 18 days with a bout of pneumonia, which almost took me, I found out my insurance was cancelled, I was fired from my job and everything I owned was literally thrown out into the street. All of my furniture, my clothes, my TV, and years of memories were piled up outside my apartment... because my neighbors (including some who I had considered "very good friends") thought I was a risk to them.*
>
> *When will people realize that I am the one who is dying. I'm the one who is in danger. With my immune system so weak, a common cold can literally kill*

me. Just last March, I was riding the bus, when the lady sitting next to me sneezed right into my face...and two days later I was in the hospital with a 106 degree fever.

So sometimes I feel like crying out, "People, please treat me like a human being! Please show a little compassion for your brother." It's tough enough to wake up every morning knowing that I have AIDS, without all of the rejection and insensitivity I've had to put up with, like...friends acting as if they don't know me...an aunt telling me I'm a disgrace to the family and she'll be happy when I die...no one remembering my birthday...spending Thanksgiving alone in my room.

It seemed like they just wanted me to die and go away. I lost my will to live. All I could think about back then was that I had a terminal disease and all hope was lost. In fact, I looked forward to the end...until finally my sister and another friend found me. They didn't know I was in the hospital. But when they found me, they immediately hooked me up with an AIDS clinic.

Penniless, without reason for hope and without direction, I needed help...and the Clinic came through for me. The first person who answered the phone at the Clinic, Walter, immediately came down to the hospital. He cleaned me up, carried the old food trays out of my room, and when I got better, he wheeled me out of that hospital. But more importantly, Walter cheered me up and has continued to be there for me when I've needed him. He and many other special people at the Clinic taught me that I could live with AIDS...one moment at a time. Without the support of the many caring people at the Clinic, I would be dead now. You see they gave me the will to live again. And they helped me to get back on my feet again.

Since I was broke, without a job, too weak to work, without any insurance and at that time without government support, I really needed all the assistance the folks at the Clinic provided. They helped me find some warm clothes, food, a place to call home, running water, a lawyer to get my affairs in order, counseling and even movie tickets once in awhile."

Written by James McLaurin, for the Whitman Walker Clinic in Washington, DC.

Most of us would never reject people with cancer or diabetes or treat them as if they had caused it by improper behavior or lifestyle. Often, people feel uncomfortable around the sick. Because we don't know what to say or do for them, we sometimes just avoid them. It's unpleasant to feel helpless. And, in truth, there may not be anything we can do for people who are terminally ill, except be there for them. But we certainly shouldn't make them feel as if it is their fault—as if they did something bad by catching this terrible disease. That is what many are doing to the unfortunate victims of AIDS. It is almost as if they are punishing them because they have this deadly disease. Unfortunately, those of us who respond that way are only adding to the pain of the AIDS victim.

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If someone you know is diagnosed with AIDS—or any terminal illness—here are some suggestions that may help you make him or her feel more comfortable and cared about, so important at this time. We use the word friend here, but it could be a close relative—mother, father, sister, brother—as well. Modify these recommendations, if it is someone with whom you are living.

- **Do not avoid your friend.** Be there. Be the friend or the loved one you've always been, especially now when it is most important.

- **Touch your friend.** A simple squeeze of the hand or a hug can let him or her know that you care. Remember how good a hug felt when you were feeling sick or a little down. You don't have to be afraid...you cannot contact AIDS by simply touching.

- **Call and ask if it is okay to come over for a visit.** He or she may not feel up to a visitor that day. You can always visit another day. Your friendship can help them from feeling lonely and scared, but your consideration reflects how genuinely you care.

- **Respond to your friend's emotions.** Don't be afraid to cry or show your own emotions. That way your friend won't feel as if you are putting on an act just to make him or her feel better.

- **Call and say you would like to bring lunch or dinner or just a favorite dish**. Ask when you should come. Don't be hurt if he or she is just not up to it, but don't stop offering.

- **See if you can take your friend out even for just a walk**. Know his or her limitations though so your friend won't feel he or she has to put on a front even when he or she isn't up to it.

- **Offer to help in any way—write a letter, make a phone call, do some shopping, water plants, walk his or her pet.** Help do anything that he or she can't do on his or her own.

- **Celebrate holidays with your friend.** Offer to decorate his or her home or hospital room.
- **Be friendly and helpful to other friends or family members who are caring for this person.** Remember that their roles are extremely difficult at this time, as well.

- **Bring flowers, books, tapes, cookies or even a poster for the wall.** Bring anything that will bring joy or warmth.

- **Let your friend talk about the illness or how he or she is feeling.** Don't be afraid to ask, but don't push if he or she doesn't want to talk about it. He or she will have good days and bad days just like anyone else. On bad days, treat him or her with a little more compassion. Otherwise, treat him or her just like you would anyone else.

- **Don't feel like you have to talk all the time.** Sometimes you can just read a book together, watch television or listen to music. Your friendship means the most.

- **Try to compliment your friend.** Always tell the truth, but always be gentle in the things you say.

- **Discuss current events.** Help him or her to keep up to date on what is going on in the world. Talk about the future. Although he or she may be terminally ill, he or she is living for today.

- **Send cards that say you care.** Or send cards that are funny and amusing. He or she can use all the cheering up that is possible.

- **Be prepared for your friend to get angry over what appears to be nothing.** AIDS victims are always trying to come to grips with their impending death. The feeling of fear and injustice may come up any time. Anger is often taken out on those we love, because we feel it is safe and will be understood best.

- **Don't lecture or show your anger if you feel that your friend is not handling the illness the way you think he or she should be.** Feelings are just that— *feelings* —and how someone feels is never right or wrong or good or bad. Allow him or her the right to feel any way that he or she wants.

(For more information on AIDS contact the following: Center for Disease Control National Hotline [1-800-342-7514]; National AIDS Hotline [1-800-634-7477]; Gay Men's Health Crisis Hotline [1-212-807-6655]); National Indian AIDS line 1-800-283-2437 or your state AIDS hotline..

The preceding material on AIDS was adapted from *AIDS and the Urgency of Practicing Safer Sex* by Sol Gordon, Ph.D.; IMPACT 88, Ed-U Press and *AIDS Understanding and Prevention,* Linda Meeks, M.S. and Philip Heit, Ed.D., 1988, Merrill Publishing Company and the Whitman-Walker Clinic, Washington, DC.

PARENTAL CONCERNS AND ATTITUDES

According to a survey cited in *Sex And The American Teenager* by Coles & Stokes, 75 percent of teenagers won't talk to their fathers about sex and 57 percent don't talk to their mothers. That probably explains why two-thirds of those teens also said their sexual behavior is not influenced by what their parents think. Some parents believe that their silence or disapproval encourages their children to abstain. In reality, the only thing this accomplishes is that their kids won't come to them when they need and want to talk about sexual decision making. It has been proven repeatedly that children of *"askable"* parents are less likely to engage in experimental sexual activity.

The more information teenagers have, the more capable they will be of mature and discriminating behavior. Sometimes, all teens want is enough information about and comfort with their sexuality so that they can say **NO**. And when parents aren't there for that kind of support and guidance, teens often feel that the only thing they can do is to find out for themselves. Advocates of sex education in the schools would like parents to be their children's primary sex educators, but over and over again, surveys reveal that parents either aren't willing or just don't know how. (No one taught them to talk to their children about sex either!)

Many parents hesitate to talk to their children about sex because they are uneasy about transmitting their own values and attitudes to children who will live in a world with a very different value system. They can talk about the consequences of getting pregnant or having a baby, but not about the significance of sex and love or sex and feelings of intimacy. Parents too are struggling with what their message should be and how to handle their teenagers' inevitable sexual urges. Should their primary mission be to discourage their children from any sexual activity? Or should their goal be to convey adequate information so that their kids know enough about birth control to insure they don't get pregnant or get someone else pregnant??

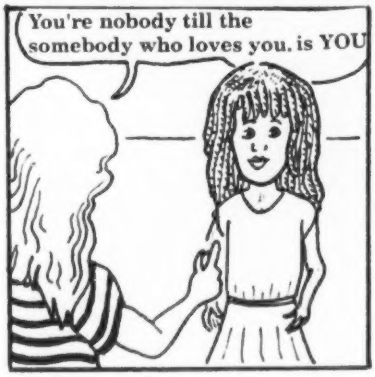
For single or divorced parents, the roles of sex educators are even more complex. How can they tell teenage children to wait until marriage without being hypocritical? How can these parents explain that it is all right for them, as mature adults, to be sexually active with someone other than a marriage partner while asking their children to wait? These are complex times, with many complex problems, most parents are doing the best they can with what they have.

SO.....NOW WHAT?

Are we living in a sexually permissive society where anything goes? Does sexual freedom mean unrestricted permission to have casual sex outside the context of love, caring and intimacy? Some people raised in the "free-love" 60's claim that their series of meaningless sexual encounters left them bored, unhappy and without much fulfillment in their adult relationships. Many are still searching for the true meaning of intimacy. They engage in casual sexual encounters hoping to find something deeper and more meaningful, only to discover that it leaves them with a greater feeling of emptiness and loneliness. If that's what the sexual revolution is all about, then young men and women may find it very unfulfilling and may what to find another way to approach relationships in the 90's. Don't you want something more for yourself? Don't you deserve more than a series of casual encounters? Don't you want to find someone to have a long-term, monogamous, loving relationship that develops into a lasting marriage?

SEX AND SELF-ESTEEM

Having sex before developing a close, mature relationship may be terribly disappointing if you discover afterwards that you don't even want to be friends with that person. Sharing what should be very precious and special to you, only to find that your partner isn't worthy of it can make you feel pretty low. It is very difficult to hold on to your self-esteem when you give something of value and then discover it was meaningless to the person you gave it to. Being just a sexual object to someone instead of a person with real feelings and emotions can be very demeaning.


You're nobody till the somebody who loves you. is YOU

It's natural to want to fit in—to belong, but doing something that you don't really want to do just to fit in can cause a great deal of personal unhappiness. Each yes said under pressure will only further reduce your self-esteem. Sex with the wrong person for the wrong reasons is really an act against yourself because it leaves you with feelings of guilt, anger, depression and even stupidity. The outcome of sex without caring or love is usually pretty empty and can be emotionally draining. A few minutes of sexual pleasure is not worth the potential consequences.

The more self-esteem you have and the better you get to know yourself, the less likely you are to be pressured into doing something for which you are not ready. You will have reached full maturity when you stop letting others control your life and begin doing what is right for you—no matter what they may think. Ultimately, only you can decide what is right for you. As long as you make these decisions without borrowing someone else's values—as long as you have considered all the consequences and are not deliberately hurting someone else —and as long as you are comfortable in your heart and mind with your decision, then it probably is the right one for you. Just remember you deserve love and respect—don't sell yourself short.

ALWAYS CONSIDER THE EMOTIONAL, PHYSICAL AND MORAL CONSEQUENCES FIRST!

CONCLUSION

Sex and intimacy are two very different things. Intimacy is the closeness that grows between two people who love and respect each other. There is no magical age when two people are capable of those kinds of feelings, but you may be able to learn more about closeness and intimacy by leaving sex out during teen years. There are many ways besides intercourse to show and express your feelings. There are many perfectly acceptable ways to express caring that are easier to control and leave you with less feelings of guilt, remorse, fear or shame. Hugging, kissing, touching and caressing that are pleasurable are all acceptable and appropriate ways of expressing and exchanging feelings with someone you enjoy and to whom you feel close.

Your futures will be shaped to a large degree by your hopes, dreams and fantasies during your teen years. Making the decision to wait until you are older, more educated and preferably married before having sexual intercourse or having a baby may ultimately determine the quality of life that you will lead as an adult. The opportunities are terribly limited for teenage parents. The opportunities for mature young adults who are free to pursue their goals and dreams are endless.

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REVIEW QUESTIONS

1. Describe how childhood sexual abuse and negative sexual messages can affect future sexual identity.
2. Identify some of the sexual messages that are sent by 1) media, 2) society, and 3) parents.
3. Identify some common expectations we have about male and female responses to sexuality.
4. Explain what is meant by a double standard.
5. What western country has the highest pregnancy, birth and abortion rate?
6. What kind of sexual decisions must teenagers make?
7. Identify and explain some of the reasons teens decide to have sex?
8. Identify and explain five of the reasons teens say no to sex?
9. What are some ways of expressing affection without having sexual intercourse?
10. Explain the meaning of orgasm.
11. Explain what is meant by normal or abnormal sexual behavior.
12. Describe typical sex problems or dysfunctions.
13. Identify the seven deadly sins of immoral sex.
14. Explain what is meant by perversion.
15. Identify and describe the use of at least three birth control methods. What is the most effective?
16. Explain the consequences of not using birth control.
17. Identify at least three sexually transmitted diseases. What are some of the common symptoms that may appear as a result of contracting a sexually transmitted disease? What are some of the more serious consequences?
18. Explain why some girls might choose to get pregnant.
19. Identify and explain the various alternatives a girl has when she discovers she is pregnant.
20. Describe the consequences of teenage pregnancy.
21. Who are the people who suffer the consequences of teen pregnancy?
22. Explain how parents also struggle with the issue of teen sexuality.

DISCUSSION QUESTIONS

1. What do you think other people in your age group think about regarding their sexuality and sexual decision making?
2. Are your sexual concerns and the issues you think about similar to what others in your age group are concerned about? How are they different?
3. Who do you talk to about sex (parents, peers, teachers, relatives, clergy, other)?
4. Where did you learn about sex? Birth control?
5. Where do you think you should learn about sex, venereal disease and birth control?
6. Are you comfortable talking about sex with your mother or father?
7. Do you think premarital sex is okay?
8. Is there any particular age that is appropriate to begin having sex?
9. Would you use birth control, if you were having sex?
10. Would you use birth control all the time if you were having sex regularly? If no, why?
11. How do you think your parents would react, if they knew you were having sex?
12. How do you think your parents would react, if you got pregnant (or got someone pregnant)?
13. **GIRLS ONLY**. What do you think you would do if you got pregnant?
14. Do you think teenage marriage is okay?
15. Do you think teens having babies is okay?
16. Do you think getting pregnant as a teen is okay?
17. How would having a baby during your teen years affect your life later?
18. **GIRLS ONLY**. If you got pregnant, would you want to get married?
19. Do you think a teenage boy should marry the girl he gets pregnant?
20. **BOYS ONLY**. If you got a girl pregnant, would you marry her?
21. How do you decide whether or not to have sex? What affects your decision?
22. Do you think casual sex is okay?
23. Do you think sex is okay if you are in love?
24. How do you know if you're really in love?
25. **GIRLS ONLY**. If a boy tells you he loves you when he wants sex, how do you know if he means it?
27. Do you think taking drugs enhances sexual enjoyment?
28. Do you think drugs contribute to increased sexual activity?
29. Do you think abortion is acceptable? If no, do you think there are exceptions when abortion is appropriate?
30. Who should be responsible for using birth control, the male, female or both?
31. Is there any reason or any time that birth control should not be used?

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TEACHER ACTIVITIES: SEXUALITY

1. **Have students role play the following.**
   - a. the pressures girls and boys put on each other regarding sexual activity.
   - b. students on a date discussing their sexual expectations openly and honestly.
   - c. a girl talking trying to ask her mother to help her get on birth control.
   - d. a boy putting pressure on his date to have sex when she tells him she's not ready.
   - e. how one girl who is still a virgin and proud of it handles it when all the girls at a PJ party talk about when they lost their virginity and start to make fun of her.
   - f. a girl telling her parents she's pregnant.
   - g. a boy or girl telling his or her sex partner that he or she has venereal disease.
   - h. friends inviting a teen mother to go out. She can't because of her baby.
   - i. a couple discussing whether to have sex or not.
   - j. parents finding birth control pills in daughter's room.

2. Have each student make a list of at least five ways partners can show or express their feelings for one another apart from intercourse. Have students read their lists and discuss.

3. Have students bring in examples of sex exploitation in the print media, television, movies or videos.

4. Survey students on how they feel about different sexual issues.
   Example:
   1. Having casual sex.
   2. Having sex with boyfriend or girlfriend.
   3. Having sex without using birth control.

5. Have students debate various sexual issues. Form debate teams with each team taking a stand on a particular point of view.
   Example:
   1. Saying Yes to Sex vs. Saying No.
   2. Adoption vs. Abortion.
   3. Male Using Contraception vs. Female Using It.

6. Have your teacher or a group of students gather information on AIDS and give a detailed report about this dreaded disease.

7. Have students make a list of "lines" boys and girls use. For each line, have students make up a line that could be thrown back.

8. Have students look through magazines for advertisements that use sexuality to motivate people to buy the product.

9. Ask students to make a list of "signals" that girls sometimes give to boys to encourage sexual interest. Discuss whether they believe any signal is enough of a reason for a boy to physically push for sex even if a girl says NO.

10. Have students look at television commercials and programs that give messages about teenage sexual behavior and then discuss those messages.

11. **Figure out what it would cost to support yourself and a child.** Rent, food, babysitting, transportation, medical bills. Is that it? How about phone, lights, heat, clothes, insurance, for you, your child, your car? How much would you be able to make working full time right now. Would you have any money left over to go to a movie, buy a record, take in a concert?

12. **Volunteer to work in a day-care center, nursery, teen parent program.** Stick with it for at least two months. What kind of attention do young children need? Can you provide it? Do you enjoy being around infants and toddlers? Are there certain age groups you'd rather be with? Why? How different do you think this experience would be from having your own child to care for?
    (Source: 11 &12 Can You Keep From Kidding Yourself?: Some Tips For Teens, pamphlet distributed by Network Publications.)

13. **A Love Story** Objective: To explore attitudes about teen sexuality, examine reasons why some become sexually active, and to help teenagers make wise sexual decisions.
    1. Review the decision-making model with students. (SEE CHAPTER ON CONFLICT.)
    2. Brainstorm with students and make a list of answers to the question: "When is somebody ready for sex?
    3. Read the following story to students. (If you wish, adapt it to make it realistic to your specific socio-economic/cultural group. If you feel it needs to be adapted further for your specific audience, change whatever you feel is appropriate.) Ask them what decision they think Kathy and Danny made based on the information that was given in the story.
    4. Give students the love story handout. Ask students to put themselves into Kathy's and Danny's place and using the decision-making model, fill in the handout. They do not have to turn them in. Discuss in general the consequences of premature sexual activity. Allow students time to explore their own attitudes and feelings but do not pressure them to reveal anything personal.

A LOVE STORY

Kathy and Danny are high school students who have been going together for about eight months. Kathy is a junior and Danny is a senior. They have a special relationship. They spend a lot of time together and really trust each other. They confide many of their secret fears and hopes to each other, talk about their parents, what's happening at school—and really get a lot of support from each other. In many ways, they have become best friends. Their friendship is very important to both of them.

At one time, they had decided that they didn't want to have sexual intercourse. They hadn't talked about it very much but Kathy had been taught by her parents that it was important to save sex for marriage. They had told her many times that they didn't know what they'd do if she became pregnant. Danny knew how Kathy felt and he respected her values. Kathy felt she wasn't emotionally ready for the intimacy of sex. She loved Danny a lot and had strong sexual feelings, but thought she wouldn't like the changes in their relationship that would happen if they had sex.

So, they haven't actually made love, though they have played around a little. Lately, Danny has been talking with some of his friends about sex, and he is hearing that many of his friends have already had sex with their girl friends. Danny is feeling a little jealous—he is wondering what is wrong with him. He wonders if he is behind for his age and if he is less of a man. Danny is actually feeling afraid that he will turn 18 and still be a virgin.

So Danny has been putting some pressure on Kathy to have intercourse. He has been pushing harder and they have been talking about it a little. Danny has mixed feelings. On the one hand, he still respects Kathy's feelings and doesn't want to talk her into doing something she doesn't want to do. On the other hand, he doesn't think it's that important to save sex for marriage. Things have been going okay in their relationship, but there seems to be an increasing amount of tension. They have begun to fight about little things and they don't seem to talk about the really important things anymore. Danny's even started seeing other girls and spending less time with Kathy.

Kathy misses Danny a lot and worries about losing him. She talks to her friend Jenny about the problem, and Jenny says, "What's the big deal? Having sex isn't that big an issue. You know, everybody's doing it." Kathy knows that isn't true but sometimes she feels like she's the only one. *"Maybe it isn't all that special,"* she says to herself, *"but then again, maybe it is."* Kathy feels confused, depressed and lonely. She wishes that there were some way she could talk to her mother, but she doesn't know how her mother would react. So Kathy feels pretty lost and doesn't know what to do.

Kathy and Danny are still spending some time together and they go to the movies on Saturday night. After the movie, they come back to Kathy's house to talk. When they get home, they find that Kathy's parents have gone to a party in the mountains and won't be back until much later. So Kathy and Danny are left alone in the house.

A LOVE STORY

1. Define the problem.

2. What are the alternatives?

3. What are the consequences?

	POSITIVE	NEGATIVE
1.		
2.		
3.		
4.		

ALTERNATIVE SEXUAL ORIENTATION

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Explain opposing theories about the cause of homosexuality.
- Explain homophobia.
- Demonstrate their understanding of homosexuality and the homosexual orientation.
- Identify the myths surrounding homosexuality.

ALTERNATIVE SEXUAL ORIENTATION

When we think of sexuality, we generally think of a man and a woman together. At least that's the traditional view most people have. But there are people with different feelings about sexuality and even different sexual orientations. There are people who behave and act out their sexual identities in different ways. This chapter will explore the alternative sexual orientation known as homosexuality. We will look at some of the theories, myths and attitudes surrounding this alternative sexuality.

HOMOSEXUALITY

Homosexuality has existed in all times and in all cultures. In some places, it was punishable by death; in other places, ignored, and in still others, it was honored. Ten percent of the American population is exclusively or predominantly homosexual in orientation. Twenty-three states restrict sex in private between same-sex consenting adults. Almost no other country is as preoccupied and as disturbed by homosexuality as the United States.

A homosexual is a person beyond puberty who feels sexually attracted exclusively to people of the same sex. Not all people who have had same-sex experiences are considered homosexual. Over 37 percent of American males have had such experiences and over 50 percent of them have had homosexual fantasies at some time in their lives. A **constitutional** homosexual is someone whose sexual orientation has been determined between the ages of 3 and 5. A **transitional** homosexual is basically a heterosexual who engages in sex with a same-sex partner when no one else is available, such as a person in prison or in the military service. Homosexual men, generally, are called *gay*. A homosexual woman is known as a lesbian. Both men and women today prefer the term gay, which was adapted to imply an acceptance of one's own sexuality and a lack of shame about one's lifestyle. Other unkind terms used by intolerant or bigoted people are *fag, faggot, queer, queen, fairy, pansy, dyke* and *butch.*

Why some people, against all cultural pressure and contrary to everything they have been taught, adopt entirely different emotional and physical behavior patterns than their brothers, sisters and parents is still a mystery.

THEORIES

Many tests, surveys and studies have been conducted to determine what causes a person's sexual orientation. There are a number of theories. One holds that it is organically deter mined, either through genetics or hormones. Another suggests that homosexuality is completely determined by environmental and psychological factors. Little scientific evidence totally supports either point of view.

Those who believe that homosexuality is caused by external factors claim that homosexuality reflects the sex role models with whom a child identifies early in life. They attribute homosexuality to a number of possible causes. If parents are too puritanical and place too much emphasis on the evils of sex, their children may feel guilty thinking about or having sexual feelings for the opposite sex. Or if a child repeatedly has unpleasant experiences with the opposite sex, he or she may later turn to a same-sex partner.

Others believe that people no more choose to be gay than they choose to be straight (heterosexual). Researchers at the National Institute of Mental Health suggest that homosexual behavior *"appears to be as deeply motivated"* as heterosexual behavior. In 1991 it was reported that at, in at least one critical region, the brain structures of gay and straight men appear to be dramatically different. A neuroscientist found that one tiny node of the hypothalamus is nearly three times larger in heterosexual males than in homosexual men. The research also said that the size of the node—which is about as big as a grain of sand and contains only a few thousand nerve cells—is remarkably similar in women and gay males. Though this study is not conclusive, it does suggest that homosexuality may be caused biologically.

In 1974, homosexuality was removed from the list of mental disorders by the American Psychiatric Association. Therapists today acknowledge that homosexuality isn't a sign of maladjustment and that homosexuals are no more psychologically distressed than heterosexuals. Homosexuality is no longer considered symptomatic of a disordered personality. They believe that those homosexuals who do appear anxious or problematic may only be reacting to the unresolved inner tension and conflict caused by trying to live in a world that demands they be something other than what they are. This may account for the fact that suicide is the number one cause of death among young gays.

Even today, many heterosexuals believe gay people are sick and that therapy can cure them. Others, who believe homosexuality is morally wrong, think they should be punished. And still others consider gays perverted and believe they should either be locked up, castrated or even killed. Most religious denominations condemn homosexuals as unnatural, sinful and a violation of God's law, though most do not agree or take part in the shameful discrimination of homosexuals.

Most gays who believe they did not choose their homosexual lifestyle argue, along with proponents of that theory, that it would be sheer lunacy to **choose** to endure a lifetime of constant hostility threatened by job loss, arrest, blackmail, housing discrimination, being labeled criminals in many places, rejected by family and friends and excluded from religion and the mainstream of society. And until recently when many gays *"came out of the closet,"* they also had to live a life of lies, hiding their real identity and relationships from even their own families.

Gays who choose to live openly face continual challenges. Occupations which may have been considered a service to society when their sexual preference was unknown may now be regarded as a disservice or even a threat. For example, if a teacher who had been highly praised for his or her work with kids declared or was discovered to be gay, some parents might even request that the teacher be dismissed because of an erroneous stereotype.

NO BARRIERS

Homosexuality crosses all barriers of race, sex, class and religion. Most gay people act and look the same as heterosexual people. The overly feminine gay man or "*queen*" and the overly masculine lesbian or "*dyke*" are more myth than reality. Though they may be more highly visible, they are actually only a small segment of the homosexual population. Contrary to the myth that one partner plays the role of the opposite sex, homosexuals are just as troubled over sex role behavior as are their straight counterparts.

Homosexuals work in a variety of occupations. Fewer than 10 percent actually work in stereotypical jobs such as interior designers or hairdressers. On the contrary, they are teachers, politicians and company presidents. They are blue collar as well as white collar workers. Although living arrangements differ, they tend to live in particular areas where they feel more comfortable being with other homosexuals. Certain parts of the country are known for their large homosexual population (New York, San Francisco, Miami, New Orleans and Washington D.C.).

As is true of any group, there is no such thing as a typical homosexual. They are as different in characteristics, behavior and temperament as any other group of people. Gays socialize the same as heterosexuals, despite the belief that they all hang out in gay bars. Actually, only about 10 percent do so, no more than the number of heterosexuals that hangs out at straight bars.

As many variations of homosexual relationships exist as heterosexual ones. They experience casual dating with partners engaging in *"one-night-stand"* sex. They have long-standing relationships that are open sexually, similar to an open marriage, as well as closed marriage in which partners are unfaithful to one another. And they also enter into warm loving committed one-on-one relationships.

Because neither one usually financially supports the other, they may have the opportunity to develop a more equal partnership than many heterosexual couples. Since both work and have the potential to earn equal incomes, there may be more role flexibility and fewer power struggles. Jealousy seems to be a large problem for homosexuals as well. Gay men experience jealousy more often than gay women. Gay women generally are more monogamous and enter into more long-term and sexually exclusive commitments, which may account for their lower level of jealousy. Maintaining stable relationships is probably the core problem for gay couples and stems in part from the negative labels imposed on homosexuals. Therapist, Martin Hoffman, says:

> **"Self-condemnation pervades the homosexual world and, in concert with the psychodynamic and biological factors that lead toward promiscuity, makes stable relationships a terrific problem. In spite of the fact that so many homosexuals are lonely and alone, they can't seem to find someone with whom to share even part of their lives. .... Until we can change these ancient attitudes, many**

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men —including some of our own brothers, sons, friends, colleagues and children yet unborn—will live out their lives in quiet desperation of the sad gay world."

Gay people seek the same close and enduring relationships as heterosexuals. They are just as concerned over issues of intimacy and commitment. Some gays have found clergy who will marry them, though they know it is not legally sanctioned. Actually one-third of gay women and one-fifth of gay men were in heterosexual marriages prior to coming out. Many of them repressed and denied their sexuality. They were able to camouflage their real feelings for a period of time. Unexpressed homosexuality may be touched off by certain circumstances which allow what has always been there to break through. Being married to a homosexual man or woman can add tremendous stress to a marriage. Most marriages of this type do not work.

HOMOPHOBIA

Students survey at one high school were asked, "How often have you heard homophobic remarks made at your school?" An overwhelming 97.5% of the respondents said they had. Even today, many heterosexuals believe gay people are sick and that therapy can cure them. Others, who believe homosexuality is morally wrong, think they should be punished. And still others consider gays perverted and believe they should either be locked up, castrated or even killed.

Most people at some point are threatened by people who are different, but those who experience an exaggerated and illogical fear or hatred of homosexuality may suffer from **homophobia**. It generally strikes the sexually ignorant and is often experienced by people who can't come to grips with their own sexuality. People who base their opposition on religious convictions are not necessarily homophobic, but their biblical interpretation of homosexuality does not permit them to have an open attitude or acceptance of gays and lesbians. Most religious denominations condemn homosexuals as unnatural, sinful and a violation of God's law, and most do not agree or take part in the shameful discrimination of homosexuals. The problem with homophobia and these attitudes is that it creates an arena of hate and disapproval for those whose whose sexual orientation is different. Let's look at the results of homophobia and the lack of acceptance toward homosexuality.

Suicide is the leading cause of death among gay male and lesbian youth. The suicide attempt rate for gay youth is more than 3 times higher than heterosexual youth and is the leading cause of death among gay and lesbian youth. These attempts result from the adolescent feeling that he has been subject to a progressive isolation from meaningful social relationships. Overt hostility, in addition to ignorance and silences surrounds them. Both adults and peers often reject them and it sometimes this rejection is in the form of physical violence and verbal harassment. The messages that gay youth receive is devastating. The primary effects of this hostility and lack of acceptance are feelings of isolation, extremely low self-esteem and consequent attempts to self-destructive behavior.

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> ***"I felt as though I was the only gay person my age in the world. I felt as though I had nowhere to go to talk to anybody. Throughout eighth grade, I went to bed every night praying that I would not be able to wake up in the morning, and every morning waking up and being disappointed. And so finally I decided that if I was going to die, it would have to be at my own hands."***
> ***- Stephen 18***
>
> ***"Due to societal fear and ignorance, my teachers and counselors labelled my confusion as rebellion and placed me in the category of a troubled discipline problem. ibut still I had nothing to identify with and no role models to guide me, to help me sort out this confusion, and I began to believe that I was simply alone...A few weeks into my sophomore year, I woke up in a psych hospital after taking my father's camping knife violently to my wrists and hoping for success." - Stacey***

The pervasive name-calling and threats of anti-gay harassment in school force many students to further isolate themselves from their classmates in order to protect their safety. For many gay students, school is not a place of learning, but a place where they feel profoundly isolated, sometimes even suicidal; a place where they are abused and terrorized by violence for being different. The shame of ridicule and fear of attacks make school a fearful place to go resulting in frequent absences and sometimes academic failure and dropping out. This behavior stems not only from students. Often teachers and school personnel, in addition to being unresponsive to the needs of gay and lesbian students, will themselves be overtly hostile to these young people and use derogatory language about gays and lesbians. The gay students' experience of isolation worsens through sensing the same and invisibility on the part of adults in the school. Consequently, 28% of gay students drop out of school because of discomfort in the school environment. For far too many of our gay and lesbian youth, the fundamental right to an education is being taken away.

> ***"I was always an outcast at school. Books were my best friends. I ostracized myself from the rest of the world because I felt as if I could trust no one, not even my parents. The pressure of feeling so alone manifested itself in fits of manic depression, hysterical outbreaks, and eventually suicidal tendencies." - Devin 17***
>
> ***"During junior high and in my freshman year at high school, I was very depressed. Feeling alone and isolated from the rest of the world, I managed to fail three of my five majors that year." - Matthew18***
>
> ***"I suggested to my father that maybe I was failing because I am uncomfortable in school and avoid it as much as possible." - James 15***
>
> ***"I couldn't handle being in high school living something that I wasn't, so I just dropped out and I called it quits. I just couldn't handle it anymore. I thought about suicide and I thought about leaving home. - Troix 18***

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"I was spit on, pushed and ridiculed. My school life was hell. I decided to leave school because I couldn't handle it. - Randy 18

"In the schools I went to, homosexuality was there, but it was never talked about. You were made to feel in school that you were different, that you were disgusting." -Steven

"I was placed in thirteen hospitals in two years. By what was supposed to be my junior year of high school, I had accumulated a resume consisting of five suicide attempts, two bottles of pills, four half-way houses, several high schools, and one family in shock. The doctors told me I would never graduate high school." - Stacey

Dropping out of school combines with other stresses in the lives of gay and lesbian adolescents. Many face real or imagined rejection from family, and a growing sense of having no place of belonging or acceptance. As a result, many gay youth wind up on the streets, out of school and out of a home. As many 25% of all gay youths live on the streets in this country. Here, they enter a further outcast status that presents serious dangers and even greater risk for suicide. Without an adequate education or vocational training, many are forced to become involved in prostitution in order to survive.

HOMOPHOBIC PARENTS

It is not unusual for parents to be homophobic when learning of their child's homosexuality. Parents have a tendency to blame themselves thinking that they may have caused it. Parents are often bitterly disappointed that their sons won't carry on the family name or that they can't share motherhood with their daughters or that they will have no grandchildren. Parents also fear rejection from other family members, friends and even their church.

Dr. Charles Silverstein compiled the following list of **do's** and **don'ts** to help parents come to grips with the reality of their children's homosexuality. This list may also be helpful to you as well.

1) **Don't rush the process of trying to understand your child's homosexuality**. Take the time to seek information about the lives of gay people from other parents of gays, friends of your gay child, literature and, most of all, from your own son or daughter.
2) **Don't criticize your son or daughter for being different**. Listen to what your child's life is like, and what kind of experiences he or she has had in the world.
3) **Don't blame your own feelings on your child.** Accept that you are responsible for your negative reactions.
4) **Don't expect your children to make up for your own failures in life.** Help your child to set his or her own goals, even though they may differ drastically from yours.
5) **Don't try to force your child to conform to your ideas of proper sexual behavior**. Develop trust and openness by letting your child to choose his or her own orientation.

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6) **Don't blame yourself that your son or daughter is gay.** Be proud of your child's capacity for having loving relationships.
7) **Don't respond to anger with anger**. Look for the injured feelings underneath the anger and respond to them.
8) **Don't discriminate against your own child**. Defend him or her against discrimination.
9) **Don't demand that your son or daughter live up to your idea of what a man or woman should be**. Allow your child to develop his or her own personality
10) **Don't try to break up love relationships**. Do respect your child's right to find out how to choose the right person to love and how to make relationships last.
11) **Don't insist that your morality is the only right one**. Say, "*I love you.*"
12) **Don't assume that your child should see a professional psychotherapist.** Get professional help for anyone in the family, including yourself, who becomes severely depressed over your child's homosexuality.

MYTHS

Most discrimination is based on ill-conceived myths. Since the 70's, the gay and lesbian community has been trying to dispel those myths which have forced so many to live in self-hate. Let's explore some of these myths.

- **One homosexual experience makes you gay.** A conscious choice to engage in a homosexual act doesn't determine your sexual orientation. It is not uncommon for young people to experiment in homosexual behavior or to fantasize about it during early and adolescent years. Being raped by someone of the opposite sex doesn't mean one is homosexual either. It is possible for people who have been exposed to homosexual acts to continue in that direction based on this myth. That kind of homo sexuality can be changed or altered.

- **Homosexuals are always recruiting.** People believe that homosexuals try to recruit heterosexuals into their fold. People don't become homosexuals because of another's sexual orientation. No one with a decided heterosexual orientation can be influenced to adopt homosexuality

- **Homosexual men are always soliciting and trying to pick up straight men.** Gays don't always know whether another is gay or interested, just as straight men don't know whether the women they are approaching are available or interested. The men who are repulsed by a gay man who tries to pick them up usually aren't aware that women often find unsolicited *"come ons"* by straight men equally as offensive.

- **Gays flaunt their sexuality.** Holding hands in public is not usually considered flaunting if it's a man and a woman. A couple who is openly affectionate is only affirming their feelings for one another. A gay person affirming him or herself should not be seen as flaunting any more than a woman affirming her femininity or a black person affirming his heritage. In other words, they are not acting out, they are just being themselves.

- **Homosexuals are child molesters.** Studies of sex crimes committed against children prove overwhelmingly that most are committed by heterosexuals (usually males). The National Center on Child Abuse and Neglect reports, *"Child battering, sexual attack, and molestation are mostly committed in the home. In the U.S., 90 percent of all sexual child abuse is committed by heterosexual men on minor females."*

- **Homosexuals are unsuitable role models and children who come in contact with them will become homosexual.** Many are loving and effective parents and teachers. Children of gays are no more confused or disturbed than a child from a home disrupted by divorce. There is no evidence that children of gays will have any homosexual tendencies. Dr. Richard Green says, *"Even in the unusual alternate lifestyle families, the sexuality of parents does not influence or change a child's sexuality."*

- **Homosexual men hate women and lesbian women hate men.** On the contrary, gay men generally have many close female friends and the reverse is true for gay women.

- **Force and violence accompany homosexual acts.** Sex between two consenting homosexual adults has the same range of intensity as heterosexual sex, from caring and sensitive to selfish and forceful. More often homosexual attraction is emotional rather than sexual.

- **Gays can be *"cured"* or changed.** According to most therapists, there is little likelihood that changing a deep-rooted and legitimate sexual preference is possible. Some therapists who do not agree with this theory claim they can transform homosexual clients into heterosexual individuals.

Despite the fact that these myths are unfounded, gays are still often ostracized and discriminated against. If homosexuals don't ***"choose"*** to change their sexual ***"orientation"*** in spite of being beaten, spit on, scorned, laughed at and denied jobs, housing and legal rights, it may just be that their sexual orientation is no more a choice for them than it is for the heterosexual person.

Since homosexuality does not impair reliability, judgement or general social or vocational capabilities, it would seem that discrimination towards those who practice it is not only uncalled for, but wrong. No one has the right to deny another person rights unless they interfere with his or her own rights. Social changes are still needed so that more and more people with differences can be accepted as they are and for who they are. To date only one state has formed a commission dealing with these issues. In 1993, Massachusetts formed the Governor's Commission on Gay & Lesbian Youth and it's mandate is preventing suicide and violence against gay and lesbian youth and to end all forms of discrimination against youth who are gay and lesbian. Massachusetts is to be commended, but what a sad state of affairs that we have to mandate rules about treating each other with dignity and decency.

CONCLUSION

A person's sexuality—no matter what the preference or how it's acted out—is part of who that person is. All of you have a sexual side and whatever it is will affect the relationships you will have in your life. It is important that you understand your own sexuality and come to terms with it. If you aren't comfortable with your sexual feelings or have any questions about them, talk to your parents. If you aren't able to discuss your feelings at home, then talk to your family doctor, your clergyman or even your teacher, but talk to someone.

People are different in many ways. All of us have our own way of living our lives. As long as we are not hurting anyone else or imposing our values on others, we must leave people alone to live their lives the way they please. You always have the right to say NO to any lifestyle that you are uncomfortable with, but you do not have the right to decide for anyone else or to hurt or punish others for their beliefs or orientations—unless they harm you. If you have a choice, choose a lifestyle that will fulfill you and make your life a happy one.

EVERY PERSON IS UNIQUE.
RESPECT EACH OTHER'S
UNIQUENESS AND DIFFERENCES!!!

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REVIEW QUESTIONS

1. Explain the following sexual orientations:
   a) heterosexuality
   b) homosexuality
2. Explain the different theories about homosexuality.
3. Explain what is meant by homophobia.
4. Identify some of the myths about gays.
5. How do most religions feel about homosexuality?
6. What is the general reaction of 1)parents 2)religion and 3)society towards homosexuality?

DISCUSSION QUESTIONS

1. At what age did you begin to become aware of your own sexual feelings? Explain some of those feelings.
2. What are your feelings about homosexuality? Do you believe it is wrong? Why?
3. Are you uncomfortable around gay people? Why?
4. Do you have any homosexual friends? Are you able to talk with them about it? How do their parents appear to respond to it?
5. How do you think your parents would react if you, your brother or sister told them that one of you was gay?
6. Do you think people choose to be gay?
7. Do you think gay people are happy?
8. Do you think most gays would rather be heterosexual, if they had a choice? Why?
9. Do you believe gay people should stay "in the closet" and live a lie?
10. How do you think you would feel if you were a parent and one of your children told you he or she was gay?
11. What do you think are the major problems for homosexuals?
12. Do you think there is a typical type of homosexual? Explain.
13. Which theory on homosexuality do you think is correct? Are gay people born gay or do they become homosexuals because of environmental experiences?

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ALTERNATIVE LIFESTYLES

LEARNING OBJECTIVES

Study of this chapter should enable students to:

- Identify and explain other sexual lifestyles.
- Identify and explain various alternative lifestyles to traditional marriage.
- Identify the questions to ask before making a decision to accept an alternative lifestyle as their own.

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ALTERNATIVE LIFESTYLES

No longer do people have to get married and coexist in traditional marriages. Today more than ever, people can choose the kind of lifestyles they would like to live. There are alternative sexual lifestyles, as well as alternative coupling situations. Although most people choose to either remain single, live together or enter into a monogamous heterosexual marriage, there are other options. The popularity of these lifestyles often fluctuates with the times; for instance, the appeal of communal living, so widespread in the 60's, died down by the 80's.

There are other sexual lifestyles that are less widely known or talked about. We will look at other sexual preferences that are not uncommon, though many people believe them to be unnatural or immoral: ***bisexuals, swingers, transvestites, transsexuals, prostitutes*** and people who remain ***celibate***, which means refraining from any sexual activity with others. And still other coupling relationships include **open marriage**, **role reversal marriage**, **group marriage, communal living, cults** and even **commuter marriages.** Whether these new lifestyles developed purely as a response to changes in society or whether they result from a lack of interpersonal relationship skills and unrealistic expectations is not known conclusively. We do know that these alternative lifestyles exist and that some people are willing to try them while others adamantly oppose them.

OTHER SEXUAL LIFESTYLES

Prostitution for some becomes a sexual lifestyle. This word generally refers to women who *"rent"* their bodies for money for the sole purpose of engaging in sexual acts. These women are also called *whores, tramps, call girls* and *harlots.* Male prostitutes also sell their bodies for money. They may offer themselves for homosexual or heterosexual relations. Psychologists propose many theories about why some people become prostitutes. It usually has something to do with their childhoods. It may be related to sexual messages they received as children, lack of love from either parent or having been sexually abused or molested, usually by a close family member. Few prostitutes enjoy what they do and even fewer have much self-esteem.

Bisexuals are men and women who enjoy having sex with both other men and women. Approximately 15 percent of men and 10 percent of women are bisexual. Some consider themselves primarily heterosexual with occasional same-sex experiences while others see themselves as mainly homosexual.

Swingers are husbands and wives who jointly participate in sexual activities with other couples or individuals. This is a sexual lifestyle that has existed for years and appears to have periodic popularity. Swingers may only interact with one other couple or with a variety of couples. Occasionally it may be with just a third person who is generally female. (This is called a *"menage a trois,"* which is a French expression meaning *"threesome."*)

These couples generally believe that it will enhance their relationship, bring them closer and also allow more heightened sexual pleasures. It is hard to know the actual number of swingers in the country because many couples fear discovery by their more conventional friends and families who would most likely disapprove strongly.

There are a number of rules that most swingers accept. No double standards: the wife is free to do anything that the husband can do. All sexual relations are kept impersonal and are not done behind the back of the other partner. There is no emotional involvement and no outside dates. Generally, most swinging is done openly and together.

Those that engage in this lifestyle believe, or perhaps rationalize, that what they do is, at least, honest and open—unlike so many other marriages in which one partner is secretly having an extramarital affair. A survey of 965 marriage counselors who had counseled swingers identified the following problem areas: jealousy, guilt from traditional moral upbringing, fear of discovery and violation of the unwritten rules.

Transsexuals are individuals who are genitally one sex, but psychologically and emotionally another. Many times, they have a strong dislike for their own bodies, particularly their genitals. Medical experts see it as a mistake of nature. So these people actually undergo sex conversion surgery which physically changes the body into the opposite sex through plastic surgery and hormonal treatment. Male-to-female sex change operations outnumber female-to-male conversions. A converted transsexual may actually assume a role of the new sex, fall in love and even marry. Males who convert cannot have children. Transsexuals are not usually gay though they may feel more comfortable with homosexuals because gays are more tolerant and generally less rigid about traditional sex role behavior.

Transvestites (TV's) are people who like to dress in clothing associated with the opposite sex. This often is referred to as cross-dressing. Some transvestites even work as female impersonators. Generally transvestites are not gay. Transvestites differ from those known as *"drag queens,"* usually effeminate homosexuals who dress in female clothing.

Several reasons have been proposed to explain why some individuals feel the need to dress in opposite-sex clothing. As children, perhaps, their opposite-sex sibling received more attention, which resulted in their thinking that if they dressed that way, they might get more attention, too. It may be that their desire to fully experience their masculine or feminine side is so strong they believe the only way to do that is by wearing the clothes of that sex. Most transvestites consider themselves *androgynous*, which is the ability to unite both masculine and feminine characteristics. Transvestism is not a mental illness—only a compulsive need to dress in opposite-sex clothes.

Celibacy is one sexual lifestyle that we hear very little about. The literal definition is an unmarried person or one who takes a vow to remain single, such as a nun or priest. But celibacy also refers to a person who does not engage in sexual activity. Sometimes, people who don't indulge in any sexual activity are called *asexual*. Most often, this pattern occurs because of imposed circumstances. People in jail or in institutions may become celibate. Older people sometimes lose control of their sexual ability through medication or are put in homes that don't allow sexual activity. Some older people become celibate only because they believe society condemns sex between aged people. Many men and women of all ages choose to be celibate during some point in their lives. It may be they're bored with a partner, depressed over personal problems or, in the case of single people, tired of casual, meaningless sexual encounters. For some, it is an alternative lifestyle.

OPEN MARRIAGE

Open marriage is a concept created by Nena and George O'Neill to try to overcome the problems caused by the inability of many individuals to find intimacy within the marital relationship while at the same time developing their personal potential. It was designed to provide guidelines for developing an intimate marital relationship that would provide for growth for both partners and in which partners would be committed to their own and to each other's growth. Open Marriage became a popular concept in the 60's and early 70's.

The specific guidelines were: living for now, realistic expectations, privacy, role flexibility, open and honest communication, open companionship, equality identity and trust. Role flexibility meant switching roles temporarily or on a part-time basis. Open companionship allowed each to relate to others, including the opposite sex, outside of the primary relationship on a sexual or non-sexual basis. The greatest conflicts in open marriage came from attempting to change from traditional roles and the problems created by the need for self-development. Another area of conflict was the jealousy stemming from extramarital sex.

Some believed that open marriage would offer guidelines for developing more intimate and understanding relationships since it required a more open-minded approach through which each partner could perceive options to facilitate decisions about paths to change.

ROLE REVERSAL

Role reversal is similar to open marriage, but it involves a strong commitment and a comfort level that allows partners to completely switch roles. In other words, the husband stays home and cares for the house and children, if there are any. The decision to shift may be based on any number of factors. One reason might be economic. If the wife has greater earning power, it may be more cost efficient for the husband to stay at home with the children. Or possibly the male may want to accomplish some feat that may only be possible by being at home more of the time—like writing a book. Another possibility may be that the couple makes a joint decision to share in the child-rearing role and believes that the child should be with one parent full time for the first few years. Each wants time off to be a full-time parent. Both might agree that since their careers are equally important, each will take off for one year to be at home and then switch roles while the other resumes career goals. Though this trend has not yet become popular, some have been successful at it and found it deeply gratifying.

GROUP MARRIAGE

A group marriage consists of three or more individuals, though it commonly refers to two or more couples, all married prior to coming together. In this setting, each participant considers him or herself to be married to at least two other members. Those entering this lifestyle may also expect to enjoy sexual freedom with other individuals within the group.

Group marriage is more tuned in to individual growth and self actualization. Some are attracted to this lifestyle because they see it as a way of freeing themselves from financial insecurity and the everyday rat race. Others may consider it an opportunity to raise their standard of living by being able to jointly buy items they could not afford individually—for instance, a boat or a summer cottage. For women, it may be a way of relieving feelings of isolation from staying home with the children, to meet their need for more adult contact, or to modify an overdependence on their husbands. The group marriage also provides for a variety of child-rearing options and more adult role models, which might allow children a better opportunity to be around male adults as well as females. Very few of these marriages exist in this country today. It may be that the expectations are so great for this style of living that it becomes doomed from the start.,

LIVING TOGETHER/COHABITATION

In 1988, 2.6 million men and women were living together. Eighteen percent were never-married singles under 25 years of age; 35 percent, never-married over 25, and 46 percent were persons divorced, widowed or separated. With increasing social acceptance and society's view of appropriate sexual behavior changing, this trend is growing.

Cohabitation is not really new. In past years, in less tolerant and receptive times, it was called "shacking up." It was defined as a semi-permanent or permanent heterosexual relationship initiated without benefit of clergy. Similarities between marriage and cohabitation are great. There may be no difference in the performance of roles, expectations or financial arrangements. Even the commitment may be the same, although people who marry make a public commitment of their love. The major difference is that marriage is socially sanctioned and involves a legal obligation. Living together does not. (For an in-depth look at this lifestyle, see the chapter on Living Together.)

COMMON LAW MARRIAGE

This lifestyle has also existed for a long time. It refers to a heterosexual relationship in which a couple, after living together for a specific period of time, declares their intent to live as husband and wife. They are then considered legally married, and the marriage, like any legal communion, can only be dissolved by divorce, annulment or death. Generally though, only those from lower socio-economic groups entered into it. Today it is legal in 15 states and the District of Columbia. One of the main differences between common law marriage and couples who live together is that cohabitating couples do not consider themselves married.

COMMUTER MARRIAGE

A new phenomenon that is occurring more frequently is the commuter marriage. It is estimated that there are more than 700,000 couples living this way. In the past, wives of business men moved whenever their husbands were transferred. Some moved the households as many as 20 times during the marriage. Basically, this trend is an outgrowth of the dual-career family. What it means is that partners, each choosing full-time careers that happen to be in different cities or states, maintain two separate residences. Most commuters seem to be middle- to upper-class, well educated professionals.

The women's movement may have encouraged this lifestyle by urging women to realize their own potential. So instead of saying, "we'll move," when husbands are asked to transfer, wives are saying "we're staying—you commute." They're saying to their mates that their careers are just as important and they should not have to give up their jobs and start over every time he gets a job transfer.

Many couples are finding it workable as long as they set a time limit. Some commute for months and others for years. Though women may feel a greater sense of self-esteem, autonomy and independence because of their personal accomplishments, they also recognize the pitfalls of this type of existence. Couples generally spend weekends together if proximity allows or arrange periodic weekends to get together, but loneliness is a major issue for couples in this lifestyle. It also can be financially draining because of the costs involved in maintaining two residences, travel costs for visits, long distance calls and other related expenses. It is difficult to have shared experiences when living apart and many of the intimacies of marriage are temporarily gone. Sexual fidelity is another sensitive issue to commuters. Some discuss it and decide whether they feel fidelity is essential to their relationship under the circumstances and other couples just avoid talking about it, hoping the issue won't come up.

No conclusions have yet been drawn on the advantages of commuter marriage because of its relatively new existence.

COMMUNES

Communes and group marriages are similar in that they involve more than two people, but their purposes appear to be quite different. Most communes are formed to create a way of life with other people—to extend the family—to share ownership, responsibility, values, wealth as well as burdens.

They range from professional to mystical, organized to unstructured, large groups to small extended families. Three major themes dominate: the land, the spirit and the home. Agricultural communes live off the land. Religious communes, which may also be cults, are more structured and usually are headed by a single leader. They are larger, more visible and better known than other types of communes. In some cases, drug use has played a major part. The urban commune is most similar to group marriage and is centered around the home.

People of all kinds live in communes, though many tend to be unconventional. The thread often is a common goal. Participants organize, share, and rotate chores and child-rearing activities. Sometimes, they develop rituals to express their common bond. They may hold regular meetings to make decisions, air grievances and even to work on relationships. Some are like summer camps and others are more lavish. The opportunity for sexual involvement with more than one member is great. For many reasons, few communes survive more than a few years and most have high turnover.

One of the most publicized religious communes was Jonestown in Guyana. Reverend Jim Jones, an American, created it. When it appeared that outsiders were intruding on the commune, Reverend Jones made a pact with the members to commit mass suicide. All together some 900 men, women and children drank poison and died.

CULTS

Cults are not new, but in the late 60's, they became particularly visible and popular. It is estimated that three million young adults between the ages of 18 and 25 are or have been affiliated with these movements. At least 250 different cults exist, taking in religious, spiritual, political and psychological groups. Most people assume that cults are religiously based. In actuality, many of them present themselves that way in order to be protected by the First Amendment and to take advantage of the many tax breaks given to religious organizations.

Most cults are led by men who center the allegiance of their members on themselves. More "legitimate" religious leaders stay focused on God and the welfare of their followers. It appears that the goals of most cults are to recruit new members and raise funds. What they do with their funds is questionable.

Much has been learned from ex-cultists. Most of it paints a picture of deception that leads young people to be manipulated and even "brainwashed" to separate from their families, their lives and religious beliefs. Though most young people who join cults believe they will lead to a better life and more freedom, cults generally are far more restrictive than communities outside. The rigidity of many cults is physically, emotionally and mentally overpowering.

On the surface, cults appear to offer love (which may be why those who join are often called "love children" or "flower children"), support, warmth and acceptance. Because of this, they attract many young people who are going through some emotional change or depression. Many of these people believe that the cult will provide all of life's answers and that, by joining, they may help "save the world." Though there is no typical type of person who joins a cult most are, at the time, very vulnerable and lonely. They may be between school and their first job or rebounding from an unhappy romance. They may be having problems in school, conflict with their parents, or dealing with their parents' divorce or death. The consensus about most cults is they are not what they appear to be and do not offer the good life they promise.

CONCLUSION

Each of the lifestyles discussed in this chapter exists today somewhere in our society. There undoubtedly are many other unconventional lifestyles that people create or adopt. To the people involved in them, for whatever their reasons and for whatever periods of time, this is what they choose. In no way, does that means that alternative lifestyles are right for anybody else.

It is important for you as young people growing up in a society in which change is constant and personal freedom and individual growth emphasized to at least be aware that alternative lifestyles exist. Some promote growth and potential; others not only may alienate you from friends and family, but may be destructive to your future happiness.

If, at some point in your lives, any of these alternatives appeal to you, consider every aspect—the advantages; disadvantages; how your partner feels about it, and how the people you care about would feel. If you have children, consider how such a move would affect them.. Would it be a positive environment for them? Would your decision bring them pride or shame?

Ask yourself some questions. Will I be a better person by accepting this lifestyle? Will I be happier? Will I hurt other relationships with people I love? Did my partner and I make this decision freely, both considering and respecting each other's views? If you should choose to enter into a new lifestyle, remember you're not locked into it forever. If you discover it isn't for you, you can always return to a more comfortable, conventional lifestyle.

When you reach adulthood, the decisions as to how to live your life will be your own. Consider all the alternatives. Make decisions that will enhance and improve the quality of your life. Just be sure you make your own decisions.

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REVIEW QUESTIONS

1. Explain the following alternative lifestyles:
    - bisexuality
    - swinging
    - transvestism
    - celibacy
    - transsexuality
    - prostitution
    - role reversal
    - group living
    - open marriage
    - commuter marriage
    - cults
    - communes
2. What are some of the questions individuals and partners should ask themselves before deciding to enter into an alternative lifestyle?

DISCUSSION QUESTIONS

1. Discuss the advantages and disadvantages of each of the lifestyles in this chapter.
2. Which of them seems viable or productive to you?
3. Do you think you might want to try one? Which one? Why?
4. Do you know anyone who has tried any of these lifestyles? If yes, what have they told you about their lives?
5. Do you believe swinging is morally wrong? Discuss your feelings.
6. What would you think about a person who chooses to remain celibate?
7. Why do you think some people like to dress in opposite-sex clothing?
8. Do you think prostitution should be made legal as it is in some states?

RESOURCES AND REFERENCES

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The Lively Commerce-Prostitution in the United States, Charles Winick and Paul M. Kinsie, A Signet Book from New America Library, 1971 Open Marriage, George and Nena O'Neill.
Contract Cohabitation, An Alternative to Marriage, Edmund L. Van Deusen, Avon Books, 1974.
Living Together, A Practical Guide to Help You Understand, Marvin Mitchelson, Simon and Schuster, 1980.

Pamphlets

Cults and Kids, A Study of Coercion, by Robert W. Dellinger, The Boys Town Center, May 1985.

TEACHER ACTIVITIES: ALTERNATIVE LIFESTYLES

1. Have students role play couples trying to decide whether to enter into each one of the different alternative lifestyles. Have one student argue in favor of trying it, offering all the benefits. The other should take the opposing side, expressing strong reasons why they are against the particular lifestyle.

2. Form two debate teams. Have each team take an opposing view regarding each lifestyle. Have them debate the issues.

3. Invite in speakers who have in the past or are now participating in any of the lifestyles included in the chapter to describe their experiences and answer questions. (You may want to ask your principal first. (Teachers in Oregon got into trouble for bringing in gay and lesbian people to talk to the class.)

GLOSSARY

Abuse Mistreatment of a person emotionally, physically or sexually.

Adultery Sexual relations outside of marriage.

Alternative lifestyle Any lifestyle that strays from the traditional marital relationship (communal living, commuter marriage, open marriage)

Alternative sexual lifestyle Any type of sexual lifestyle that is different from the traditionally acceptable lifestyles (swinging, homosexuality)

Androgyny The ability to unite both feminine and masculine characteristics.

Androgynous A person who is capable of uniting their feminine, as well as their masculine characteristics

Asexual A person who does not engage in any sexual activity. An asexual may also be referred to as celibate.

Bisexual A person who is attracted to and/or having sex with people from either sex.

Bisexuality Sexual attraction and/ or activity with both sexes.

Celibacy Refers to the state of being unmarried. Here it is used to mean abstaining from all sexual activity or behavior.

Communes Consists of three or more people who live together voluntarily to establish a way of life.

Communal/group living A group of people married or unmarried living together for common cause. They may share money, home, sex and children.

Commuter marriage A non-traditional marriage where one partner lives in another area and maintains a separate residence because of attractive career or job opportunity.

Condom A male contraceptive consisting of a sheath placed over the penis to prevent the semen from entering the vagina. It is considered to be the safest and most effective male birth control method for the prevention of sexually transmitted diseases or pregnancy.

Cult A group of persons who come together to worship or show great admiration to a person, thing or idea. It can be religiously, politically or psychologically focused.

Erection The enlargement and stiffening of the penis during sexual excitement.

Feminine Pertaining to the female sex. Typical of or appropriate to women or girls.

Gay marriage Homosexual men or women living in pairs. It is not a legal marriage

Heterosexuality Being sexually attracted to and/or sexually involved with persons of the opposite sex.

Homophobia An unfounded fear of homosexuals.

Homosexual A person, past puberty, who is attracted to someone of the same sex and prefers and chooses to have relationships with the same sex.

Homosexuality Sexual relation with or sexual attraction to members of the same sex that goes beyond puberty. One or two homosexual experiences does not make a person a homosexual.

Lesbianism Female homosexuality. (Two females entering into sexual or emotional attachments.)

Masturbation The manipulation of one's own genitals for sexual pleasure or release which is an acceptable and normal behavior.

Mature love A state of love characterized by self-esteem for self, respect, concern and consideration for each other and realistic expectations about each other and the relationship.

Open marriage A marriage in which the partners are strongly committed to their own and their partner's growth and allow the opportunity for personal fulfillment. It may or may not include sexual exclusivity.

Opposite-sex or platonic friendship A relationship between members of the opposite sex that is purely spiritual or intellectual and is not based on physical or sexual attraction.

Orgasm The ultimate sexual release (also referred to as a climax).

Peer pressure Pressure to conform to the behavior of your contemporaries.

Penis The primary male sex organ, consisting of a tube of sponge-like erectile tissue.

Pill An oral contraceptive containing synthetic hormones that resemble those produced by the body during pregnancy that is considered the most effective birth control method.

Prostitution The act of offering the body for hire for purposes of sexual intercourse.

Relationship A special connection two people have between one another.

Role A set of expectations or behavioral standards applied to an individual in a certain position (student, teacher, parent).

Role model A person or thing considered as a standard of excellence to be copied and imitated.

Romantic love A type of love where partners feel heightened pleasure, intense highs and usually devastating lows. It usually does not last because of false perceptions each has about the other.

Rhythm method A birth control method involving abstinence from sexual intercourse during the presumably fertile period.

Security Assurance, certainty attributed to people with high self-esteem.

Self concept/self-image The manner in which individuals perceive themselves; an essential part of identity.

Self-esteem Unconditional respect for and acceptance of oneself as a whole individual while still recognizing and acknowledging flaws or shortcomings.

Semen The thick liquid, containing the sperm, which is expelled from the penis at ejaculation.

Sexism Widespread cultural attitudes asserting the superiority of men, and of things masculine and lessening the significance of women and their roles.

Sex roles The behaviors, attitudes, and activities socially prescribed for males and females; social definitions of what is proper or "natural" behavior for men and women; also called male and female roles.

Sex-role conflict A conflict that arises from expectations based on society's preconceived notions of masculine and feminine behavior.

Sex-role identity The identity of an individual based on society's definition of what is acceptable behavior for males and females.

Sex-role socialization The process by which children are taught to react or respond in ways their society considers appropriate female or male behavior.

Sexual abuse ***Any sexual activity*** with a child or minor (under l8), with or without the child's consent.

Sexual identity The way one perceives their sexuality.

Sexual stereotypes Simplified, fixed concepts about the behavior and traits typical of each sex. (girls are soft and sensitive; boys strong and unemotional)

Stress Physical, mental, or emotional strain or tension, usually brought on by excessive strain or overwhelming burdens or expectations, the cause of which may be psychological or physical.

Swinging A non-traditional sexual lifestyle where couples jointly engage sexually with other than their primary partners.

Transsexual A male or female who is surgically transformed into the opposite sex.

Transvestite A male or female who enjoys cross-dressing in the clothing of the opposite sex.

Validation Approving or confirming someone's worth.

Value system The group of generalized moral beliefs to which the members of a group subscribe usually based on family traditions, religion, cultural or ethnic background.

Values Attitudes and standards of judgment about what is important, desirable, and right.

Violent The display of dangerous or harmful behavior.

Vulnerable Capable of being hurt or damaged easily.

Supplementary Teaching Materials

The following pages contain additional material offered with the hope that it will assist you in your role as facilitator. Included is an outline of the goals and objectives of the issues that you as "teachers" must be addressing to help empower the youth of today and to help them make healthy and constructive decisions as well as additional teaching aids, guidelines and materials to further enhance your classroom presentations. These pages may be copied, used as handouts, posted or shared with others whose goals and visions are also to help young people look toward their future with hope and optimism. I hope that this material will make your job a little easier and help you to reach your goal of making an even bigger difference in the lives of your students.

SECTION ONE

GOALS AND OBJECTIVES FOR TEACHERS, COUNSELORS, MENTAL HEALTH PROFESSIONALS (AND ALL WHO WORK WITH YOUNG PEOPLE)

*As professionals working with youth your goals must include certain objectives that will help young people live their lives more responsibly, healthier and happier while also helping them look forward to their futures with hope and optimism. It is recommended that you assist youth in these essential areas by teaching them to: **1)** build and maintain strong* **self-esteem; 2)** *learn effective* **communication** *techniques;* **3)** *develop healthy* **coping skills; 4)** *learn to handle* **anger** *and* **conflict** *on a safe level;* **5)** *learn alternatives, options and choices;* **6)** *know the consequences of their behavior;* **7)** *develop realistic expectations about relationships in general; and* **8)** *bridge the gender gap. There are specific messages and strategies that should be passed along to young people. Here are some suggestions.*

TEACHING OBJECTIVES:

SELF-ESTEEM

- UNDERSTAND THE MEANING OF SELF-ESTEEM AND ITS SIGNIFICANCE IN THEIR LIVES.
- UNDERSTAND THE CONNECTION AND IMPORTANCE BETWEEN SELF-LOVE AND SELF-ESTEEM.
- IDENTIFY TRAITS OF A HEALTHY SELF-IMAGE.
- IDENTIFY CHARACTERISTICS OF LOW SELF-ESTEEM.
- UNDERSTAND HOW CHILDHOOD ENVIRONMENT AND PARENTAL INVOLVEMENT CAN AFFECT SELF-ESTEEM (high or low).
- UNDERSTAND HOW EXTERNAL FACTORS MIGHT AFFECT SELF-ESTEEM.
- UNDERSTAND AND DESCRIBE THEIR OWN EMOTIONS.
- IDENTIFY THE DIFFERENT TYPES OF EMOTIONS THEY WILL EXPERIENCE DURING TEEN YEARS.
- IDENTIFY STRESS HOW TO HANDLE IT.
- LEARN HOW TO HANDLE STRESS.
- UNDERSTAND THE DANGER OF REPRESSED ANGER.
- IDENTIFY AND ILLUSTRATE CONSTRUCTIVE RESPONSES TO ANGER.
- IDENTIFY SYMPTOMS OF DEPRESSION.

- LEARN HOW TO AVOID OR RELIEVE DEPRESSION.
- KNOW THE WARNING SIGNALS OF SUICIDE.
- IDENTIFY AND PRACTICE SUICIDE PREVENTION SKILLS.
- LEARN CONSTRUCTIVE WAYS TO HELP BUILD AND MAINTAIN SELF-ESTEEM.

COMMUNICATION

- UNDERSTAND THE COMMUNICATION PROCESS.
- LEARN VERBAL AND NON-VERBAL COMMUNICATION STRATEGIES.
- LEARN NON-VERBAL COMMUNICATION STYLES.
- UNDERSTAND CULTURAL AND GENDER DIFFERENCES IN COMMUNICATION.
- UNDERSTAND DIFFERENT COMMUNICATION STYLES.
- DEMONSTRATE CONSTRUCTIVE COMMUNICATION STRATEGIES.
- LEARN ROADBLOCKS TO COMMUNICATION.
- LEARN CONSTRUCTIVE CRITICISM.
- DEMONSTRATE THE SKILLS OF AN ACTIVE LISTENER.

CONFLICT

- UNDERSTAND THE INEVITABILITY OF CONFLICT.
- UNDERSTAND THAT THERE ARE ALWAYS TWO POINTS OF VIEW.
- LEARN TO CONFRONT CONFLICT RATHER THAN AVOID IT.
- LEARN GUIDELINES FOR "*FAIR FIGHTING.*"
- UNDERSTAND THAT PERSONAL CONFLICT WILL BE AN ISSUE FROM TIME TO TIME.
- UNDERSTAND THAT ABUSE OR VIOLENCE IS *NEVER* AN ACCEPTABLE WAY OF HANDLING CONFLICT.
- LEARN THAT THERE ARE OPTIONS AND ALTERNATIVES TO DESTRUCTIVE OR NEGATIVE BEHAVIOR AND THERE ARE ALWAYS CONSEQUENCES TO FACE.
- DEVELOP REALISTIC EXPECTATIONS.
- BRIDGE THE GAP BETWEEN MASCULINE AND FEMININE ROLES.

DATE RAPE/ACQUAINTANCE RAPE

Rape will affect approximately one in four women during their lifetime. Each year, 82,000 rapes are reported. Most of those are stranger rape. We do know this is only a fraction of the number of raoes that actually occur. If only one tenth are reported, that would mean that almost 1 million rapes occur each year. Most rapes happen between two people who know each other. Several studies made at colleges and universities indicate that fewer than one in 100 acquaintance/date rapes are reported to the police. It may be more prevalent than ever thought before.

In most states, if a victim is fearful for life and has been sexually penetrated, it is legally considered rape, but the definition of rape varies from state to state. In some states, rape iis defined as penile/vaginal contact; in others, the term refers to all forms of forced sex (including oral and anal). The meaning of force also varies. It may include physical force, vioence, the threat of violence, coercion, or the threat of coercion. Rape is violence expressed in a sexual way. In no way is it simply a moment of frenzied passion. Both men and women can be victims of rape, but because of sheer male strength and the socialization of women, women are more often the victims. Women of all social classes, ages and occupations are susceptible to rape.

Acquaintance rape is forced sexual intercourse that occurs beween two people who know each other and usually involves someone the victim likes and trusts—a date, teacher, friend, employer, doctor or even a relative. It often takes place in his or her home and may begin with premeditated or planned sex. If sex doesnt happen, the assailant may attempt to overpower the victim to get what he wants. Aggression may result if the victim does not comply with the request for sex. Acquaintance rape can happen at any age, but is most likely to occur during teen years.

Date rape is forced sexual intercourse that occurs between a coiuple who is dating. Most often, the male did not plan at the start of the evening to rape the women. He may have hoped to have sex. or he may simply have wanted something to tell his buddies. If his girlfriend turns him down, he may become angry and do whatever he thinks necessary to get what he wants and believes he deserves. He may first try something to test the girl's reaction. If she does not clearly object, he may proceed to the second stage in which he desensitizes her to the intrusion by escalating the behavior. The third stage occurs when they are in an isolated place and the rapist insists on intercourse. He is more likely to proceed if he has been drinking. Date rape is sometimes considered soft rape — forced sexual intercourse in which coercion (pressure or intimidation) or threat of coercion is used to gain the victim's compliance.

Today, there are very few rules for young people to follow regarding dating, relationships and sex. Unfortunately, young people get conflicting messages from parents, peers, media, music, and even religion. It is no wonder they are often confused about their roles as sexual beings.

We are still living in a society that has strong double standards about male/female sexuality. Ultimately, many inappropriate messages are sent to both sexes. Traditional patterns of sexual interaction assign to men the responsibility of initiating all dating and sexual encounters. This may lead some men to assume that a woman doesn't know what she wants in a sexual relationship. The conflict is compounded because society assigns to women the responsibility to control the intensity and level of sexual activity. When the woman sets sexual limits that the man refuses to accept, she may feel compelled to follow his lead because she

- The most important message the victim must hear and understand is that it is never the victim's fault when rape is committed The person who commits the crime is the person who is responsible for it. A victim never causes the rape. The person who rapes is the only one responsible. Uninformed people may say the victim deserved what happened because she was drunk, wore sexy clothing, went too far or were in an inappropriate place—a boy's apartment, walking alone in a secluded area. The victim is never, never responsible or deserving of an act of violence regardless of where he/she is or what he/she is doing.

- After a rape, the victim may be hysterical or in shock (called rape trauma syndrome). Shortly after, the victim will probably experience a variety of reactions. She may not want to believe it happened or may feel numb, angry, embarrassed or ashamed. A rape victim should seek help and advice, but ultimately she must make the decision to deal with these feelings when ready. The important thing is that these feelings must be dealt with or the victim will never recover emotionally

- The victim wants and needs to be able to talk to someone, yet may not trust anyone. Few people understand what the victim of a date or acquaintance rape goes through. Because the victim of date rape is usually not bruised, cut or beaten, people may not believe that a rape was even committed, The family may not know how to help. Friends and family also may experience a range of emotions. They may be embarrassed or angry at the victim for putting them through such an ordeal. Or they may feel helpless, frightened for the vicitm or outraged at the sitution. A victim may discover that even close friends may not believe or support her. After all, how could she be raped? Hadn't they been dating a while and probably already sleeping together? They may make the victim feel worse. Hopefully the victim will find compassionate and understanding people at this time, but she must remember that she DOES NOT HAVE TO LISTEN TO, BELIEVE OR SPEND TIME WITH ANYONE WHO MAKES HER FEEL BAD OR, EVEN WORSE, GUILTY. The first thing a victim needs to do is to heal; then, she can deal with her anger at friends and family.

- The victim may feel partly to blame—after all, she let him go too far; wore sexy, tight clothing; had been drinking; went to his house when no one was there or went with him to an isolated place from which she couldn't get away; stayed with him while he got very drunk—and any other thing she can blame herself for. But no matter what she did, the victim is never the cause of a rape. No matter how many times she has said yes to sex in the past, even with that partner, she still has a moral and legal right to say no. None of her behavior, even if sexually aggressive , gives a man the right to physically force or coerce her to have sexual intercourse. Only if a girl acts voluntarily is she accountable; if she is forced or threatened in any, she is not to blame under any circumstances.

- Being raped does not make the victim easy, bad or loose. The victim may believe that since she is no longer a virgin, her reputation is smeared and people will think that she is loose. She may say to herself, "Well, since I am no longer a virgin, I don't have any reason to say no again." Technically, if a girl has never had intercourse before, she can still be considered a virgin if she is a victim of sexual violence. And every woman, virgin or not, has the right and the obligation to say no to any and all unwanted sexual activity.

- A victim may begin to question her judgement and worry about every decision she makes. She may even stop doing things that require decisions. This is particularly true if people either don't believe a rape occurred or blame her for the incident. The victim must be encouraged to again trust her own judgement. She must come to understand and accept that there was no way she could have known that a person she was dating or a trusted friend would commit such a terrible act.

- The use of alcohol or drugs is often related to incidents of date/acquaintance rape. They both tend to reduce inhibitions and dull perceptions. The female who is high is less likely to be alert; the man is more likely to be unconcerned about the needs of his date. A woman who avoids drug or alcohol consumption—particularly when in the presence of a male—is better able to avoid acquaintance rape. A female also should know when to leave if her date or the person in her company is drinking too much.

- Women are generally weaker than men in size and strength, so they must not put themselves at even greater risk. But women also need to know that it is acceptable to hurt a person who is trying to hurt them. Suggest a self-defense or martial arts course to female students.

- Often, sexual assailants don't feel they commited the act of rape. They believe the woman really wanted sex, but was worried about her reputation. They claim the victim simply needed a little push. Even after being confronted and charged, they may not believe themselves to be rapists.

There are many places in your community rape victims can call for help. Be sure your students know where to turn. Suicide hotlines, police, YWCA's, and public health clinics may be able to help or, at least, direct the victim to a rape crisis center, if there is one in your community. Call the Anti-Social and Violent Behavior Center at (301) 443-3728 for a directory of Rape Crisis Centers and hotlines.

RESOURCES

"Coping with Dape Rape & Acquaintance Rape," by Andrea Parrot, Ph.D. New York, Rosen Publishing Group, Inc., 1988.

"Men Who Rape: The Psychology of the Offenders," by Nicholas A. Groth; New York: Plenum Press, 1979.

"Real Rape," by Susan Estrich; Cambridge: Harvard University Press, 1987.

"Recovery: How to Survive Sexual Assault for Women, Men, Teenagers, Their Friends and Families," by H. Benedict. Garden City, NY: Doubleday & Company, 1985.

"Stopping Rape: Successful Survival Strategies," by P. Bart. New York: Pergamon Press, 1985.

WHAT YOU NEED TO KNOW ABOUT AIDS:

HOW YOU CAN HELP STUDENTS BETTER UNDERSTAND THE PHYSICAL IMPLICATIONS AND THE PSYCHOLOGICAL AND EMOTIONAL AFFECTS OF THIS DEADLY DISEASE.

Though less than 1 percent of reported AIDS cases are adolescents, the number of teenagers with AIDS jumped 43 percent between July 1988 and August 1989, according to the Centers for Disease Control. During one month in the fall of 1989, 421 cases of AIDS involving 13-19-year-olds were reported to the CDC. AIDS ranks as the ninth leading cause of death among children ages 1 to 4 and seventh in young people ages 15 to 24. According to the U.S. Department of Health and Human Services, as of June 1989, there were a total of 99,936 reported AIDS cases in the U.S. Of that number, 1,681 involved infants and children under age 13.

Young people are not powerless against the threat of AIDS. We can protect them by telling them the truth and teaching them to behave responsibly. They must be able to distinguish between rational and irrational fears. We also must be truthful about the risks, dangers and moral and psychological consequences of irresponsible sex. We must help them acquire an understanding of the seriousness involved and the importance of accepting responsibility for one's own actions. Experts say teenage sexual behavior, including intercourse with multiple partners, infrequent use of condoms, dirty needles for ear piercing, tattooing and illegal steroid injection not only increases the risk for adolescents, but may make them more vulnerable than many adults. Therefore, it is our responsibility to not only give them the facts, but to remember that it is their sense of right and wrong that determines their actions. We must not be afraid to say:

If you have sex with a partner infected with AIDS,
there is a chance you will get the virus and die from it.

By no means is there any simplistic answer to protecting young people from AIDS, but there are some principles to follow. The following suggestions were adapted from the U.S. Department of Education.

1. **Help Students Develop Clear Standards of Right and Wrong.** Children who firmly hold to the principles of appropriate moral and social conduct are less likely to act in ways that would place them at risk of becoming infected with AIDS. All people who work with young people must instill firm standards of conduct that include respect for personal well-being and the well-being of others. Children should be taught the importance of self-discipline and personal responsibility by holding them accountable for their actions. They should also be brought to understand that, as young adults, they will bear the primary responsibility for protecting themselves from becoming infected with AIDS.

2. **Set a Good Example.** Parents and school personnel should be aware that they very much influence young peoples' behavior.

3. **Help Children Resist Social Pressures to Engage in Dangerous Activities.** You can help by 1) helping students identify negative pressures; 2) being attentive to children's behavior inside

and outside of school; 3) encouraging students to provide a good example to their peers; 4) discussing drugs knowledgeably.

4. **Instruct Children about AIDS.** It is imperative that teachers provide the ***facts*** about AIDS and teach drug education to all students. Teachers must teach sex in ways that emphasize self-esteem and the three R's—**RESPECT, RESPONSIBILITY AND RELATIONSHIPS.**

In selecting educational materials on AIDS consider the following: 1) meets the approval of parents; 2) teaches about high-risk behaviors; 3) presents the facts in a straightforward manner; 4) emphasizes standards of right and wrong; 5) is appropriate to the age of student; and 6) is appropriate and sensitive to the local community needs and values.

SOURCES OF INFORMATION ABOUT AIDS

1. **Public Health Service National AIDS Hotline (recorded message) 1-800-342-AIDS.**

2. **The National AIDS Hotline 1-800-342-7514.**

3. **American Red Cross, AIDS Education Program, National Headquarters, 1730 E Street, NW, Washington DC 20006, (202) 639-3223.**

4. **AIDS School Health Education Subfile, BRS Information Technologies, 1200 Route 7, Latham, New York 12110, 1-800-468-0908.**

MATERIALS AND RESOURCES

Educator's Guide to AIDS and other STD's by Stephen R. Sroka, 1987. Health Education Consultants, 1284 Manor Park, Lakewood, Ohio 44107 (216) 521-1766

AIDS: What You Should Know by Linda Meeks and Philip Heit, 1987. Merrill Publishing Company, PO Box 508, Columbus, Ohio 43216, 1-800-848-6205. Teacher and student guide.

AIDS: Information/Education Plan to Prevent and Control AIDS in the United States, 1987. National AIDS Information Clearinghouse, Box 6003, Rockville, MD 20850

Instructional Outcomes for AIDS Education, 1987. Rhode Island Department of Education and the Rhode Island Department of Health, Office of Health Information, State Department of Education, 22 Hayes Street, Providence, RI 02908 (401) 277-2651.

AIDS: Impact on the Schools by Roberta Weiner, 1986. Education Research Group, Capitol Publications, 1101 King Street, Alexandria, VA 22314 (703) 683-4100.

AIDS and the Education of Our Children, Consumer Information Center, Dept. ED, Pueblo, CO 81009 (For multiple copies: Office Of Public Affairs, Dept. ED, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202).

EQUAL PARTNERS

The Self-Esteem Institute

***EQUAL PARTNERS*, publishers of the popular texts,"THE DYNAMICS OF RELATIONSHIPS" is now also distributing a selection of books and tapes that will contribute further to your helping young people look toward the future with hope and optimism.**

THE DYNAMICS OF RELATIONSHIPS by Patricia Kramer. This series takes a preventive approach to combating crises by teaching young people how to build and maintain self-esteem, effective communication coping and decision-making skills. These are hands-on, how-to manuals that speak directly to kids. A myriad of other important and timely issues are addressed. (e.g. teen pregnancy, suicide, AIDS, gangs, date rape, jealousy, dating, love, marriage, etc.) The teen series (grades 8-12) contains a two-part teacher and a two-part student manual. (Book 2 contains sensitive topics such as sexuality, homosexuality, etc.) The preteen series (grades K-7) also contains a teachers manual (K-7) and a student manual (grades 4-7). Both books include anecdotes, cartoons, and activities. (See form on back to get information on Pat Kramer's powerful staff-development and training programs.) A SPANISH VERSION OF THE PRETEEN BOOK WILL BE AVAILABLE DECEMBER '94.

DISCOVERING SELF-EXPRESSION AND COMMUNICATION by Patricia Kramer. This high-interest, low-level reading (5th-6th grade) multi-culturally illustrated book for teens and preteens is designed for at-risk, special education and alternative school students. It helps young people to explore the communication process, listening skills and effective ways of expressing feelings and ideas. It can be used at the secondary or elementary/middle school level.

IF I DON'T LOVE ME WHO WILL? an audio cassette by Patricia Kramer. Hear Patricia speak live at the 1993 American Home Economics Conference. She shares her urgent message about the "real" problems of youth and how we can truly prevent the dysfunction affecting young people and their families. She offers solutions—not just another crisis-intervention approach.

GETTING TO KNOW ME and PROUD TO BE ME by Karen Gilpin. ***Getting To Know Me*** (ages 3-9) and ***Proud To Be Me*** ages (5-10) are designed to help enhance the whole child by giving them a chance to learn and to practice decision-making skills and accountability, build self-esteem and develop mastery reading skills and can be used by parents, teachers, and all those working with young people. The multi-culturally illustrated stories are realistic and deal with common situations that children face growing up. Each read-along story includes a preface explaining the story concept and ends with a strong moral message. **Getting to Know Me** has an optional activity package available. Activities are included in **Proud To Be Me.**

SELF-ESTEEM IN THE CLASSROOM: A CURRICULUM GUIDE, by Jack Canfield (K-16) 379 pages containing over 200 classroom activities for all grade level in a useful loose leaf binder.

QUICK AND EASY SELF-ESTEEM BUILDERS by Bertie Ryan Synowiec. 20-pages of "quick and easy" self-esteem building ideas, strategies and activities.

DOES ANYONE HEAR OUR CRIES FOR HELP? by Bertie Ryan Synowiec. Action Strategies For Those At-Risk teaches coping skills that allow you to know the difference between healthy and unhealthy behavior and offers techniques to help others let go of destructive patterns and negative cycles.

LIVING With LOSS by Jill Reithmayer. This complete curriculum guide is designed to teach and assist kids or adults dealing with loss. It addresses the five stages of grieving and the reaction to loss. Activities, worksheets, overhead transparencies sheets are included.

GROUP EXERCISES THAT WORK FOR KIDS & ADULT CHILDREN by Jill Reithmayer. This book of 46 guided group activities is designed to lead groups of any age through self and group exploration. Topics such as self-esteem, trust, relationships and family are some of the issues addressed. It is playfully and warmly illustrated by kids. Perfect for counselors, therapists or classroom activities.

PAYMENT or PURCHASE ORDER MUST ACCOMPANY ORDER!!

(PRICES SUBJECT TO CHANGE WITHOUT PRIOR NOTICE - ALLOW 2-4 WEEKS FOR DELIVERY)

_____	The Dynamics of Relationships Teacher's Manual (Teen) Book 1 @ 30.95	$______
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_____	The Dynamics of Relationships Teacher's Manual (Teen) Book 1 & 2 @ 35.95	$______
_____	The Dynamics of Relationships Student's Manual Book 1 (Teen) @ $18.95	$______
_____	The Dynamics of Relationships Student's Manual Book 2 (Teen) @ $ 7.95	$______
_____	The Dynamics of Relationships Book 1 and 2 (Teen) @ $20.95	$______
_____	The Dynamics of Relationships Teacher's Manual (Preteen) @$17.95	$______
_____	The Dynamics of Relationships Student's Manual (Preteen) @ $13.95	$______
_____	The Dynamics of Relationships Teacher's Manual/Spanish (Preteen) @ $17.95	$______
_____	The Dynamics of Relationships Student's Manual/Spanish (Preteen) @ $13.95	$______
_____	Discovering Self-Expression And Communication @ $14.95	$______
_____	If I Don't Love Me Who Will? audio cassette @ $ 8.95	$______
_____	Getting To Know Me @ $9.95 ; _____ Separate Activity Package @ $3.95	$______
_____	Proud To Be Me @ $13.95 (Activity Package included)	$______
_____	Getting To Know Me/Activity Package, and Proud To Be Me @ $24.95	$______
_____	Self-Esteem In The Classroom: A Curriculum Guide @$65.00	$______
_____	Quick And Easy Self-Esteem Building @ $10.00	$______
_____	Does Anyone Hear Our Cries For Help? @ $15.00	$______
_____	Group Exercises That Work For Kids & Adult Children @ $30.00	$______
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	25% on foreign orders	$______
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_____ Please send more information on "THE DYNAMICS OF RELATIONSHIPS" program.
_____ I am interested in talking with you further about your Staff-Development Workshops.

NAME:______________________________TITLE:____________________

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ABOUT THE AUTHOR

Patricia Kramer, nationally recognized lecturer, trainer and author of **"The Dynamic of Relationships"**, is president of Equal Partners: The Self-Esteem Institute, an educational consulting firm that conducts nationwide training programs, staff development, and workshops for schools, social service agencies and national organizations.

She also has been a featured speaker at many national educational conferences. Ms. Kramer developed a training program for the National Educational Association (NEA) to enhance teacher effectiveness and build self-esteem in African American students. In 1991, she completed the **DISCOVERING** series, a 4-part high-interest, low-level social skills program. Ms. Kramer has been a guest on national radio (Larry King Show) and television and been featured in many educational magazines and other national publications. She has also received The Golden Apple Award from The Foundation for Self-Esteem "for making an outstanding contribution toward the development and furtherance of self-esteem" and was recognized by the District of Columbia Association of Counseling and Development for outstanding "Program Development."

Ms. Kramer believes that children can't learn or live productive lives if they're hurt, angry, and lacking the confidence and coping skills to handle the complexities of day to day life. The key to unlocking their potential is ***Self-Esteem.*** When children feel good about themselves, they do not act out in destructive ways. It is our responsibility as youth-related professionals to do what we can to help them feel good about themselves.

WHAT THEY'RE SAYING ABOUT "THE DYNAMICS OF RELATIONSHIPS"

"Dynamics of Relationships" has more information, wisdom and practical ideas for helping young people between its covers than I've ever seen anywhere. It is an entire encyclopedia in one volume."

- Jack Canfield, co-author "101 Ways to Enhance Self-Concept"

"When the class is evaluated by students, The Dynamics of Relationships always draws rave reviews. I often have students return and tell me that they lost their copy and they're having difficulty with a certain relationship, may they buy another copy." *- Sally Bauer, Teacher, Benson HS, Anchorage, Alaska*

"Never in my fourteen years has a course had such a dramatic impact in changing negative attitudes in young adults. ...It was the missing ingredient that kept some of my seniors from dropping out of school.

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- M.A. Willard, Family Ed Teacher, Turner HS, Beloit, WI

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